

PRIMARY 2

DISCOVER

Teacher's Guide

2019/2020

Term 2

FOREWORD

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system starting in September 2018 with KG1, KG2 and Primary 1 continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine.

MOETE is very proud to present this new series of textbooks, Discover, with the accompanying digital learning materials that captures its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own "Center for Curriculum and Instructional Materials Development" (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors and to our partners including "Discovery Education," "Nahdet Masr," "Longman Egypt," UNICEF, UNESCO, and WB, who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counselors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah el-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the ministries of higher education & scientific research, Culture, and Youth & Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

WORDS FROM THE MINISTER OF EDUCATION & TECHNICAL EDUCATION

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki
Minister of Education & Technical Education

Contents

How to Use This Guide



The teaching guide is designed to provide instructors with a clear path to follow to implement multidisciplinary instruction that creates engaging, relevant, and rigorous learning experiences for students. If instructors have not used such a guide before, some practical advice follows:

- Read each chapter carefully. Make notes and highlight important details.
- Read and annotate the teacher guide and student book side-by-side.
- Take note of the following:
  - What are the pupils discovering or learning? (Content)
  - What are the students being asked to do? (Activity)
  - What is the teacher discovering about the pupils? (Assessment)
  - How could you adapt the lesson for the different abilities in your class? (Differentiation)
- Gather the necessary materials and make any preparations before implementing the lessons. Materials and preparation are highlighted in boxes at the beginning of each lesson. Consider additional classroom management techniques necessary for your particular class and learning environment.
- During and after implementing each lesson, reflect and make notes on what was successful as well as possible suggestions for improvement.
- Planning with another teacher can often lead to greater implementation success as it provides an opportunity to discuss classroom expectations and management procedures, and it ensures that lessons are differentiated to better suit the needs of students. It is suggested that teachers meet with other instructors at or near their grade level at least weekly to plan and reflect.

As outlined in the **Background**, the school year is divided into four themes. Within the multidisciplinary window, content from various disciplines is integrated into each chapter. In one lesson, students may practice and apply skills in mathematics, social studies, science, and the arts. Each theme includes chapters that coincide with project titles or topics. Projects are used as a means of formative assessment and allow students to demonstrate skills and knowledge across different content domains.

Multidisciplinary chapters are organized into three components:



Discover

- The beginning of each chapter introduces the thematic project to students. Discover allows students to explore what they already know related to the project, create some questions about what they wonder or want to learn, and discover content through observation, questioning, and discussion



Learn

- Content across disciplines is integrated in the Learn portion of the chapter, with a specific focus on preparing for the project. Students practice and apply skills to build and demonstrate understanding.



Share

- At the close of each chapter, students share projects, reflect on the learning process, and provide feedback to classmates.

Background

Building off the success of the initial year of Education 2.0 implementation, these instructional materials support the production of engaging and rigorous learning experiences for students and teachers. The materials are grounded in the philosophy of the Curriculum Framework Second and Third Primary Grades 2019-2030, which aims to develop students with necessary skills for life and work in the 21st century. Four broad themes provide infrastructure for the multidisciplinary curricula.

Term 1:

- Theme 1: Who Am I?
- Theme 2: The World Around Me

Term 2:

- Theme 3: How the World Works
- Theme 4: Communication

Each theme is organized by chapters, with three chapters in each theme. Every chapter begins with an **Overview**, **Learning Indicators**, and **Pacing Guide**. It is strongly suggested that instructors thoroughly read each of these sections because they provide beneficial information about the implementation and purpose of each project.

- The **Overview** provides a description of each component of the chapter as well as the total number of days for implementation.
- The **Learning Indicators** describe what pupils should know or be able to do.
- The **Pacing Guide** shows when each lesson of the chapter will be implemented. It also provides a description of each lesson.

Each theme involves the integration of subjects and includes projects as a means of formative assessment. Projects integrate topics and concepts of the different fields of study through a number of issues and challenges in order to develop a range of knowledge and skills. The project includes a number of individual and group learning experiences that are fully linked to the theme and its goals.

This instructional guide is intended to support teachers in the preparation and implementation of projects by providing step-by-step instructions embedded with teacher input, instructional strategies, and classroom management techniques.

Learn more about Education 2.0



Life Skills

What is the purpose of the life skills?

The Center for Curriculum and Instructional Materials Development at the Ministry of Education has developed important life skills that will guide the development of each child into a creative and innovative citizen. The life skills support the development of citizens who will continue to teach and learn, coexist in harmony with others, and adhere to his/her values. The life skills emphasize becoming an effective leader and positive follower who is proud of his/her country and heritage, who has a competitive spirit and faith in work values, and who is a promoter of the principles of entrepreneurship.

What are the life skills?

The 14 life skills (shown in the diagram below) are based on the Life Skills and Citizenship Education initiative in the Middle East and North Africa (LSCE-MENA), led by UNICEF in collaboration with partners across the region.

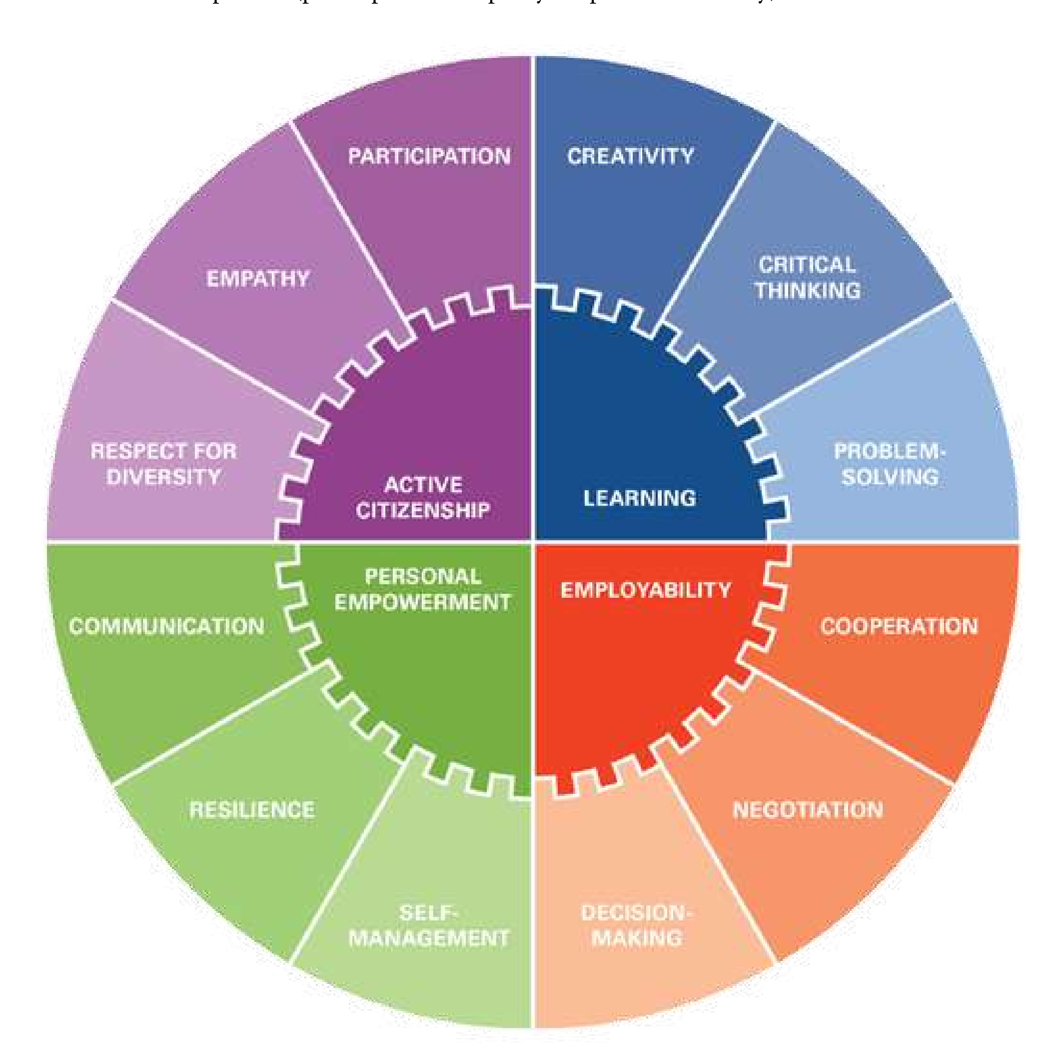
The life skills are classified into four learning dimensions:

Learn to Know:
Learning skills (critical thinking, creative thinking, problem solving)

Learn to Do:
Employability skills (cooperation, decision-making, negotiation, productivity)

Learn to Be:
Personal empowerment skills (self-management, accountability, communication, resilience)

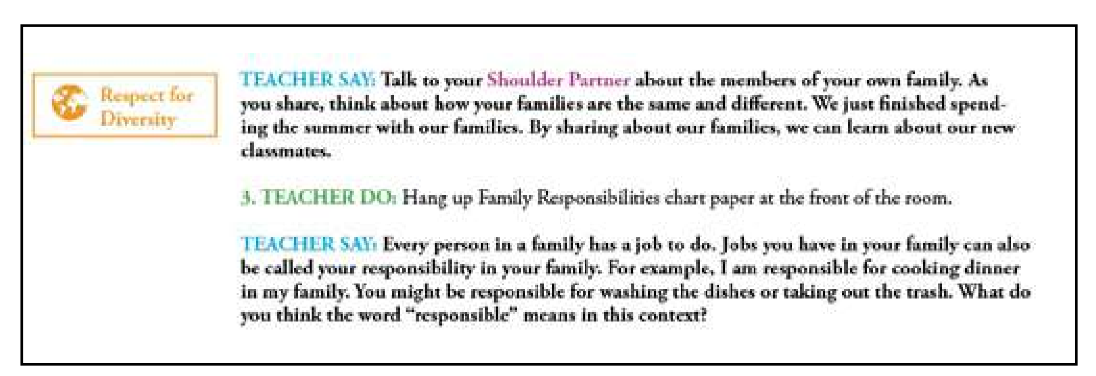
Learn to Live Together:
Active citizenship skills (participation, empathy, respect for diversity)



How are life skills visible in the classroom and instruction?

These skills have already been integrated into the Education 2.0 framework and curriculum at the KG1, KG2, and Primary 1 levels. Life skills are incorporated into the multidisciplinary curriculum alongside the academic learning indicators of math, science, reading, arts, and so on.

With Primary 2, the life skills are deepened and further developed, as students gain maturity and facility for practicing the actions described by each skill. Each lesson of the Primary 2 multidisciplinary curriculum (Discover) calls out specific opportunities for students to practice life skills, indicated by notes to the teachers in the provided teacher guides.



Respect for Diversity

TEACHER SAY: Talk to your Shoulder Partner about the members of your own family. As you share, think about how your families are the same and different. We just finished spending the summer with our families. By sharing about our families, we can learn about our new classmates.

3. TEACHER DO: Hang up Family Responsibilities chart paper at the front of the room.

TEACHER SAY: Every person in a family has a job to do. Jobs you have in your family can also be called your responsibility in your family. For example, I am responsible for cooking dinner in my family. You might be responsible for washing the dishes or taking out the trash. What do you think the word "responsible" means in this context?

Each chapter culminates with a Share project that allows students to not only apply life skills but also to reflect and self-assess how well they are meeting the expectations of relevant skills.

Life Skills	Gives feedback that is general.	Gives feedback that is specific and relevant to the work.	Gives thoughtful feedback that is specific and relevant to the work and may offer a unique perspective.
	Listens to and respects others' opinions when frequently reminded, or talks over others to state own opinions.	Listens to and considers others' opinions in classroom discussions.	Listens to, considers, and voluntarily asks for others' opinions in classroom discussions.

Primary 2 Second Term Pacing Calendar



- The Nile I Know — Days 1-10
- Cities and People of the Nile — Days 11-20
- Life Along the Nile — Days 21-30



- Communicating in My Community — Days 31-40
- Communicating Our Culture — Days 41-50
- Communication Tools — Days 51-60

Primary 2 Pacing Guide

	WEEK	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
HOW THE WORLD WORKS	1	DISCOVER The Nile I Know	DISCOVER The Nile I Know	LEARN The Nile I Know	LEARN The Nile I Know	LEARN The Nile I Know
	2	LEARN The Nile I Know	LEARN The Nile I Know	LEARN The Nile I Know	SHARE The Nile I Know	SHARE The Nile I Know
	3	DISCOVER Cities and People of the Nile	DISCOVER Cities and People of the Nile	LEARN Cities and People of the Nile	LEARN Cities and People of the Nile	LEARN Cities and People of the Nile
	4	LEARN Cities and People of the Nile	LEARN Cities and People of the Nile	SHARE Cities and People of the Nile	SHARE Cities and People of the Nile	SHARE Cities and People of the Nile
	5	DISCOVER Life Along the Nile	DISCOVER Life Along the Nile	LEARN Life Along the Nile	LEARN Life Along the Nile	LEARN Life Along the Nile
	6	LEARN Life Along the Nile	LEARN Life Along the Nile	LEARN Life Along the Nile	SHARE Life Along the Nile	SHARE Life Along the Nile
COMMUNICATION	7	DISCOVER Communicating in My Community	DISCOVER Communicating in My Community	LEARN Communicating in My Community	LEARN Communicating in My Community	LEARN Communicating in My Community
	8	LEARN Communicating in My Community	LEARN Communicating in My Community	LEARN Communicating in My Community	SHARE Communicating in My Community	SHARE Communicating in My Community
	9	DISCOVER Communicating Our Culture	DISCOVER Communicating Our Culture	DISCOVER Communicating Our Culture	LEARN Communicating Our Culture	LEARN Communicating Our Culture
	10	LEARN Communicating Our Culture	LEARN Communicating Our Culture	LEARN Communicating Our Culture	SHARE Communicating Our Culture	SHARE Communicating Our Culture
	11	DISCOVER Communication Tools	DISCOVER Communication Tools	DISCOVER Communication Tools	LEARN Communication Tools	LEARN Communication Tools
	12	LEARN Communication Tools	LEARN Communication Tools	LEARN Communication Tools	SHARE Communication Tools	SHARE Communication Tools

Instructional Strategies

The instructional strategies described below are woven throughout the teacher guide. These are not meant to be the only methods used in the classroom, rather are highlighted as best practices for engaging students in active, inquiry-based learning. As teachers and students gain familiarity with the strategies, instructors may wish to modify and personalize to suit the needs of each individual classroom.

For more strategies visit: tinyurl.com/Edu2-0strategies



INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
2 Stars and a Wish	This strategy is used to help students give positive feedback to peers. Two stars are two things the student likes about the work that is being evaluated. One wish is a suggestion to improve upon that work.
Aha/Hmm?	Students write one or two "ahas," or something new that was learned and one "hmm?," or question they still have. This strategy is an opportunity for students to reflect on and take ownership of their learning.
Ask 3 Before Me	Students ask three peers for assistance before asking the teacher. This strategy is used when students are working collaboratively to develop communication skills, encourage peer interactions, and decrease reliance on the teacher's support in large classrooms.
Attention Getting Signal	The teacher uses an explicit signal to get the attention of the class when they are talking in pairs or working in groups. There are many options for signals, and more than one can be used as long as students recognize it. Options include a clap pattern that students repeat, a simple call and response phrase, or a hand in the air (see: Hands Up). This strategy allows teachers to ask for students' attention without shouting or immediately disrupting student conversations.
Brainstorm	Students provide multiple answers for an open-ended question. This can be done as a whole class or in groups or pairs. The purpose of a brainstorm is to list many answers, not to critique whether answers are realistic, feasible, or correct. Once an initial broad list is made, students can go back to answers to prioritize or eliminate some options. This strategy promotes creativity and problem-solving.
Calling Sticks	The teacher writes the names of students on popsicle sticks and places them in a can/jar. To call randomly on students, the teacher pulls a stick from the jar. After calling on the student, the teacher places that stick into another can/jar so that student is not immediately called on again. This strategy helps teachers call on a wide variety of students and encourages all students to be ready with an answer.
Count Off	The teacher breaks students into groups by having students count off to a certain number. It is important to tell students to remember their number. For example, if the teacher wants three groups, the first student counts 1, the next student says 2, the next says 3, and the next student starts over at 1, and so on. When all students have counted, the number 1s all form one group, the number 2s form another group, and the number 3s form a third group. This strategy enables time-efficient grouping and reinforces conceptual number use.

INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
Fishbowl	Students gather around a teacher or group of students who are modeling something new. The students observe carefully as if they are watching fish in a bowl. This strategy promotes the full attention of students even when individual students are not actively participating in the demonstration.
Four Corners	Each of the four corners of the room corresponds to a possible topic or opinion about a thought-provoking statement. The teacher may post a picture or a prompt in each corner of the room to represent the opinions/statements. Students walk to the corner that interests them or expresses their opinion in order to group with other like-minded students. This strategy allows students to express opinions and to prepare justifications with others who agree before presenting to the class.
Gallery Walk	As if in a museum, students walk past displays and respond to questions or prompts about the display. This strategy can be used in multiple ways, including to consider ideas posted on chart paper around the room or to view classmates' final products. This strategy encourages diversity of thought. When used at the end of a project, this strategy allows students to celebrate and take pride in their work while also honoring and responding to others' work.
Hands Up	The teacher holds a hand in the air to signal that students should stop what they are doing, stop talking, and look up at the teacher. When students notice the teacher's hand up, they also raise a hand to signal other classmates. This strategy is used as an attention-getting signal.
Hands Up, Pair Up	Students stand and walk around the room quietly with one hand raised in the air. The teacher says, “Stop—Pair Up.” Students clap hands and stand together with a nearby student. Anyone with a hand still up needs as a partner. Students can easily find each other and pair up. This strategy allows students to move around the room and share or speak with multiple peers.
I Do, We Do, You Do	I Do: Teacher demonstrates or models an action to take place, such as reading a passage to the students. We Do: Students repeat the action with the teacher, such as re-reading a passage in unison. You Do: Student practices the learned action without the guidance of the teacher. This strategy supports students by modeling an expectation, allowing for low-pressure practice, then providing opportunities for independent practice.
I See Very Clearly	The teacher tells students he/she sees something. Students guess what it is as the teacher gives students clues. Students use observation and listening skills to guess the correct object. This strategy emphasizes the use and identification of object properties and characteristics.
Imagine That	The teacher describes a person, animal, plant, or situation for students to act out. Students imagine that they are the living thing or are in the situation and act out what happens. This can also be done in groups with a student, or rotating students, acting as the leader. This strategy promotes imagination and long-term memory.
Jigsaw	Students work cooperatively within small groups to complete tasks, then teach other groups what they have learned. The teacher organizes students into groups. Each student within the group is given specific information to learn and will become an 'expert' on that information for their group. Students then join with those of other groups assigned the same piece of information. These students work together to read a passage, research, and learn about the assigned information. Students then return to their original groups to share their learning. For example, a long passage of information may be broken up into smaller sections, with each student in a working group assigned to read one section. The students from every group assigned the same section form an “expert” group, and read that section together. Students then reconvene in their working groups to report the information learned back to the group. In this example, students are responsible for teaching others in their group about specific information. This instructional strategy builds collaboration, communication, and thinking skills.

INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
Lean and Whisper	Students lean one shoulder in toward one neighbor to whisper the answer to a question that has a one- or two-word (short) answer. This strategy engages all students in answering a question without disrupting the flow of the classroom. This can be used as a specific type of the Shoulder Partner strategy.
Model	The teacher or a student demonstrates how to complete a task. The rest of the class can ask questions before repeating what was demonstrated. This strategy allows the teacher to review any safety concerns or difficult aspects of a task, as well as share advice for task completion. This method should not be used for some inquiry activities, as it could over-influence the direction of student thinking.
Number Sign	The teacher can check for understanding quickly by asking a question and giving students a choice of answers. Students hold up one, two, or three fingers in response to the question asked. The teacher quickly scans the fingers raised to get a sense of how many students are tracking the material.
Numbered Heads Together	This is a cooperative strategy that holds each member of a group accountable for learning/discussing material. Each student in the group is given a number. The teacher poses a question to the group. Students put their heads together to discuss the answer. The teacher then calls a number to identify a "spokesperson" to share the group's answer.
On the Fence	Each of the two sides of the room corresponds to a possible opinion about a thought-provoking statement. The teacher may post a picture or a prompt on each side of the room to represent the opinions/statements. Students walk to the side that interests them or expresses their opinion to group with other like-minded students. Students may also stay "on the fence" in the middle of the room if they are undecided. Students debate their opinion with evidence to persuade others in the room to agree with them. As students change their minds, they move to the corresponding area in the room.
One Stay One Stray	After working with partners, one person stays with the work product to present to other students while the second partner walks around and listens to peers in the class share. Then the two students switch roles. Using the strategy, both partners get to share their project and listen to others share.
Pass the Pen	Students work collaboratively in a group with one pen or pencil per group. The teacher poses a question or topic to groups. One student writes down an idea or answer, then passes the pen to the next group member. The pen continues to be passed around, allowing all students an opportunity to write at least once or twice. This strategy is used to brainstorm or activate prior knowledge on a topic and is helpful for encouraging all students to participate and share ideas.
Popcorn	Call on one student to answer a question. After the student has answered the question, they say "popcorn" and the name of another student. It is now the turn of that student to answer the question, then pick a new student, and so on. If a student has responded, they should not be called upon a second time during the same Popcorn.
Relay Race	Divide the class into teams and have them line up single file. Call one student from each team to the front of the class. Ask students a question. The first to answer receives a point for their team. After answering, that student goes to the end of the line and the next student goes to the front of the room. A variation for math problems is for students to complete only one part of a math problem at a time.
Shake It Share It High Five	Students move around the classroom until the teacher signals to stop. Students then partner with a nearby student. Partners shake hands, share ideas or work products, then high five before moving around again to find a new partner. This strategy gets students out of their seats and moving, while also allowing them to share with classmates they do not sit near.

INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
Shoulder Partners	Students lean and talk quietly with the person sitting next to them. Shoulder Partners can be used literally to just talk to the people sitting on either side, or it can be used for slightly larger groups of three or four with everyone's shoulders "touching." (This also promotes the ability to speak softly).
Snowball Fight	Students respond to a prompt by writing an answer on a half sheet of paper. The student crumples the paper up like a snowball and tosses it across the room. Students pick up a snowball that lands close to them, add their own comment or answer, and crumple to toss again. Repeat as needed. The strategy encourages students to interact with the ideas of students who do not sit nearby in an anonymous manner.
Stand Up If	Teacher reads a statement and asks students to answer by standing up or staying seating. This can be used as a quick check for understanding ("stand up if you think the answer is…"), a way for students to quietly express an opinion, or a way of collecting classroom data for graphing (such as "stand up if you have a brother/like oranges/have a birthday in May," and so on).
Talking Sticks	Students sit in a small group. Teacher gives one student a talking stick (this can be anything–a pencil, actual stick, a straw, and so on). Only the student with the stick may speak. The student can then pass the stick to another person. This strategy ensures that everyone has a turn speaking and that students don't interrupt each other.
T-chart	Students learn to organize information in this strategy. A T-Chart is a graphic organizer with two columns and a title (forming a T). Students can use a T-Chart to compare two ideas, sort facts and opinions, identify pros and cons, or brainstorm advantages and disadvantages. The format helps students to visually distinguish between the two columns of information.
Think, Pair, Share	Students think about a topic quietly to themselves, share ideas with one partner, then share out to the rest of the class. This strategy provides time for students who prefer to process ideas on their own before hearing other students share answers aloud.
Think Aloud	The teacher models a process of thinking by speaking aloud what is thought. As an example, "I think I need more color here in my drawing." This strategy models for students the type of thinking and decision-making they can use in an upcoming learning experience.
Think Time	The teacher allows a distinct period of silence so that students can process tasks, feelings, and responses. Allow students 15 to 30 seconds to think to themselves before calling on anyone to provide an answer to the class. This strategy is particularly helpful for shy or quiet students, as well as students who prefer to process content individually before contributing to a classroom or group conversation.
Thumbs Up	The teacher can quickly check for understanding using this strategy. Students hold thumbs up for agreement and thumbs down for disagreement to a question asked by the teacher. Thumbs Up can also be used as a way for students to signal to a teacher that they are ready for an instruction.
Turn and Talk	Students turn "knee to knee" and "eye to eye" with a Shoulder Partner to discuss answers to long-form questions. This strategy allows students to discuss ideas, reflect on learning, and check each other's answers.
Venn Diagram	Teacher draws two or more large overlapping circles as a graphic organizer to show what is the same and different about multiple topics. Teacher notes similarities in the overlapping section of the circles, then summarize differences in the respective parts of the circles that do not overlap. This strategy allows students to visually see and record similarities and differences.

INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
Wait Time	Similar to the Think Time strategy, the teacher waits at least seven seconds after asking a question to the whole class or after calling on a student to respond. This provides time for students to think independently before an answer is given out loud.
Web	A graphic organizer that illustrates relationships between facts, concepts, or ideas. A web is typically organized with a main idea written in a center circle, then related ideas or questions recorded in outer circles with lines connecting them back to the center. For young students one level of outer circles is usually enough, however more lines and circles can be added in a second level from the original outer circles if needed. This strategy allows students to visually see connections between ideas, and is often used to elicit prior knowledge about a topic.
Whisper	The teacher can provide whole class verbal processing time by allowing students to respond to a question by whispering the answer into their hands. This strategy prompts every student to attempt an answer, with no social-emotional recourse if their answer is wrong.
Zoo Can	Similar to Calling Sticks, the teacher pulls a name stick from the can and the students must count backward while acting like an animal. This can be used for relevant content instruction or as a quick break when students need to move and laugh before finishing a task or moving on to a new task.

Rubrics for Teacher and Student Use

What is a rubric?

A rubric is a tool used by teachers to help assess student work and ability based on established criteria. Rubrics help describe what a student can do based on expected outcomes.

Why do we use rubrics?

Rubrics describe various levels of performance and offer teachers a way to look closely at what students are able to do and highlight areas that need improvement. They are meant to define exactly what learning is expected and are a helpful way to assess students on class work that may not have discrete “correct” answers. Rubrics can also be valuable when discussing student achievement with students and their families.

How are the rubrics organized?

The rubrics found in this curriculum are organized around three priorities: Academic Content, Quality of Performance, and Life Skills.

Academic Content refers to what the students are learning and will often directly reference specific academic standards.

Quality of Performance refers to how the work is presented and may include qualities like neatness, clarity of voice, or organization.

Life Skills refers to abilities that help to make students more successful in life such as collaboration, task management, and respect for others.

Rubric Assessment (for teacher use)

	Approaching Expectation (1)	Meeting Expectation (2)	Exceeding Expectation (3)
Academic Content	Describes how compromise is used to solve a problem in the play with help.	Describes how compromise is used to solve a problem in the play.	Describes how compromise is used to solve a problem in the play and offers an alternative solution not already included in the play.
	Contributes to a script, props, or scenery that are not well matched to the topic of the play.	Contributes to a script, props, or scenery that are appropriate to the topic of the play.	Creatively contributes to a script, props, or scenery that match and enhance the topic of the play.
Quality of Performance	Speaks in a voice that may be difficult to hear and does not use expression and/or body language.	Speaks in a clear voice, with expression and body language appropriate for the scene.	Speaks in a clear voice, with expression and body language that enhances the scene.
	Creates props or scenery that are messy.	Creates props or scenery that are neat and well constructed.	Creates unique props or scenery that are neat, well constructed, and help to enhance the story.
Life Skills	Gives feedback that is general.	Gives feedback that is specific and relevant to the work.	Gives thoughtful feedback that is specific and relevant to the work and may offer a unique perspective.
	Listens to and respects others' opinions when frequently reminded, or talks over others to state own opinions.	Listens to and considers others' opinions in classroom discussions.	Listens to, considers, and voluntarily asks for others' opinions in classroom discussions.

These three areas are found in both the teacher and student rubrics.

In the **student rubrics**, there is only one descriptor for each of the three areas. This helps keep students from becoming overwhelmed by the tool and allows them an opportunity to self-assess. The student rubric offers students a clear picture of what is expected and shows tangible ways to improve.

In the **teacher rubrics**, there are multiple descriptors in each of the three areas. This allows for the assessment of a variety of skills that are demonstrated in complex projects. Two important notes:

- **The skills (rows) are assessed independently of each other.** In other words, students are assessed as meeting the description in column 1, 2, or 3 for each row. This helps teachers be more specific about each student’s strengths and areas for improvement.
- Each section reflects the major content demonstrated in the Share project. It does not represent every single learning indicator addressed in each chapter.

How do we use the rubrics?

Students are introduced to the rubric prior to beginning the Share project near the end of each chapter. Teachers should review the project topic and goals and focus students on the opportunity to "meet expectations" using the rubric provided. Each time students begin the Share project, the class will review the rubric together. Each time students complete the Share project, students will individually reflect using the student rubric, and teachers will assess each student using the provided teacher version in each student book.

The rubrics found in this curriculum are set up on a three-point scale. The goal for students is to fall into the '2' column, meaning that they have met the expectation. Mistakes or minor misconceptions are allowed in the '2' category, but they should be minimal and must not interfere with the student's ability to show clear understanding. The '3' column is included because there will be times when students exceed the expectations. A '3' does not mean that the student work is perfect or mistake-free, rather it means that the student is able to express their understanding in a unique way or show application of the skill or knowledge in another setting. The descriptors found in this column help give teachers a clearer picture of what students can do to go above and beyond the expectation. If a student needs extra support or is unable to meet expectations independently, they will often fall in the '1' column.

When scoring a student, it is possible that their work will match descriptors in all three columns. If a student scores a '3' on one descriptor, that does not mean they have earned a '3' in all others. Each descriptor should be assessd separately.

Formative Assessment

What is formative assessment?

The term assessment often brings to mind exams. Exams can be effective at summarizing learning. After a student learns material for a certain amount of time, an exam measures how much the student has learned, retained, and can apply. Formative assessment encompasses strategies used in the classroom to find out if and how much students are learning along the way, so that instruction can be adjusted.

Why embed formative assessment in instruction?

Formative assessment is a tool that supports responsive teaching. Embedding formative assessment provides teachers with evidence about how much students are learning, retaining, and applying. A teacher who frequently seeks and receives feedback from students about how much progress they are making toward learning goals can adjust instruction to respond to misconceptions, misunderstandings, and gaps in students' ability to apply learning.

How does embedding formative assessment improve learning?

The following table (Wiliam, 2011) provides an overview of five strategies that teachers, peers, and students can use to give and receive evidence of learning throughout the learning process.

<table>
<tr><th></th><th>WHERE THE LEARNING IS GOING</th><th>WHERE THE LEARNER IS RIGHT NOW</th><th>HOW TO GET THERE</th></tr>
<tr><td>Teacher</td><td rowspan="3">Clarifying, sharing, and understanding what we intend for students to learn and the criteria for success</td><td>Eliciting evidence of learning</td><td>Providing feedback that moves learning forward</td></tr>
<tr><td>Peers</td><td colspan="2">Activating learners as instructional resources for one another</td></tr>
<tr><td>Learner</td><td colspan="2">Activating learners as owners of their own learning</td></tr>
</table>

Wiliam, Dylan. *Embedded Formative Assessment.* Bloomington: Solution Tree Press, 2011.

The first essential step is to identify (and share with students) the desired learning outcomes, or "where the learning is going." Once learning goals are established, teachers, peers, and students themselves can check in on "where the learner is right now," or how much progress is being made toward the goals. Rather than assessing whether or not a student has sufficiently learned content after the fact, formative assessment practices provide feedback so that teaching and learning ("how to get there") can be adjusted to better obtain the agreed-upon goals.

What does embedding formative assessment look like in the classroom?

Formative assessment often occurs through classroom discussions and tasks that ask students to explain and justify their thinking. If individual students struggle to understand or apply a concept, a teacher can differentiate instruction or provide peer support to meet that students' needs. When many students exhibit evidence of misunderstanding or gaps in knowledge or skills, a teacher can decide to review, reteach, or present a new approach to achieving the learning goals.

Computational Thinking

What is computational thinking?

At its core, computational thinking is a way of solving problems. When we break down problems in a way that considers how computer power could help solve them, we are thinking computationally. It is the basis for developing computer programs and applications, but it is also helpful for solving problems in any context or field. Computational thinking is introduced to students in Primary 2 through five related skills.

What skills are involved?

Decomposition

- Decomposition is the process of breaking down a complex problem into smaller, more manageable parts.
- Young students are introduced to this skill by learning to break down simple problems (especially, but not limited to, mathematics), describing the steps required to replicate a simple drawing, or identifying the tasks that will allow a group to complete a project.

Pattern Recognition

- Pattern recognition involves observing and identifying patterns and trends in experiments, information, and data.
- Young students begin with observing patterns in the world around them, such as in architecture, music, or the night sky. As students begin to collect original data, such as recording temperatures over multiple days, they begin to analyze the data by looking for patterns.

Abstraction

- Once patterns have been recognized, abstraction involves identifying the broad or more general principles that explain and generate the patterns.
- Young students can identify repeated sequences or patterns in data or instructions, and can consider how to more efficiently express the pattern, such as through an instruction to repeat. This is often referred to as a “loop,” and, specifically in mathematics, will help students make the cognitive leap from repeated addition to multiplication.

Algorithm Design

- Designing an algorithm begins with articulating step by step instructions for how to solve similar problems over and over again.
- Young students practice this skill in learning experiences such as recording the steps associated with building a product, solving a mathematics problem, or outlining a trip itinerary.

Testing & Refining

- Testing and refining is an essential step in the Engineering Design Process as well as finalizing a product in any other subject. Common examples of testing and refining include revising writing drafts, rehearsing for a theater production, or practicing mathematics problems.
- Young students begin by identifying their own errors as the first step in this essential skill. Rather than assigning a grade after one attempt to answer a set of mathematics questions, Primary 2 students are often asked to compare their answer to a set of correct answers, and to identify what errors were made if their answer is incorrect. When there is not one “right” answer, such as in writing observations from a science demonstration, students are asked to compare ideas with a peer and discuss where they agree and disagree.

Why is computational thinking important?

Utilizing the power of computers is an essential part of solving the grand challenges our world faces, as well as many of the problems we face in our local communities both today and in the future. Our students need to learn computational thinking skills so that they can leverage the power of today’s and tomorrow’s computers in solving problems. Computational thinking skills will also give our students another way to approach solving problems, and will build confidence and creativity.

How is computational thinking integrated into Primary 2 instruction?

For Primary 2, computational thinking is highlighted as an optional way to extend and deepen learning experiences. When a lesson presents an opportunity to introduce or practice a computational thinking skill, a *Note to Teacher* suggests how to integrate or emphasize computational thinking skills. For example, in "Cities and People of the Nile," the second chapter in the How the World Works theme, students practice estimating the distance between cities using a scale on a map. After calculating the individual distances between six consecutive pairs of cities, a Note to Teacher suggests the following computational thinking extension:

> TEACHER DO: Walk around and assist student groups as needed.
>
> *Note to Teacher: To extend this learning experience, practice math skills, and introduce a computational thinking skill, have students add the distances between cities. As there are six values to add in the graphic organizer, introduce the computational thinking strategy of breaking this complex problem down into smaller steps. For example, add the first two distances (adding two 3-digit numbers), then the second two distances, then the final two differences.* Model *for students adding all three sums for the total distance, as adding three 3-digit numbers and numbers greater than 1,000 are beyond the expectations for Primary 2 students.*
>
> **6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.**

Lesson Preparation Template for Education 2.0

Grade (P2)Class: __________ Date: __________ Present: __________ Absent: __________ Students' total number: __________

Content / Windows	Theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies	Questions/ Modeling	Digital esources	Differentiation / Challenges	Maths Journal	Enrichment

Teacher's Self Reflection	☐	Exceeds expectations	☐	Meets expectations	☐	Sometimes Meets Expectations	☐	Below Expectations	☐

Grade (P2)Class: __________ Date: __________ Present: __________ Absent: __________ Students' total number: __________

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Teacher Framework

FRAMEWORK

	ENGAGE	EMBED	ENHANCE
	18 Behaviors Educators begin to **implement** the approaches, techniques and content of **Education 2.0** in their classrooms.	**24 Behaviors** Educators confidently and fluently implement **Education 2.0**	**18 Behaviors** Educators make appropriate decisions about how to **personalise Education 2.0** to suit the needs of the learners in their classrooms.
PLANNING	1.1a 1.1b Uses the Teacher Guide to deliver learning activities which match the stated learning objectives and Life Skills. 1.2.a Following the sggestions in the teacher guide, prepares the resources needed to deliver the lesson effectively. 1.3.a 1.3.b Creates opportunities for students to describe concepts, ideas and problems in their own words. 1.4.a 1.4.b Provides opportunities for students to work collaboratively in pairs or small groups, as suggested by the Teacher Guides. 1.5.a Articulates assessment criteria at the start of a lesson cycle and uses these to evaluate students at the end of the cycle.Using these to assist the development of formative assessment approaches.	1.1d 1.1e Puts learning objectives into context for students, drawing attention to the Life Skills, real world and career connections, while using the Teacher Guide to deliver learning activities which match the stated learning objectives. 1.2.b 1.2.c Supplements lessons with additional resources, including digital resources where these are available. 1.3.c 1.3.d 1.3.e 1.3.f 1.3.g Creates opportunities for students to explain their thinking, using logical reasoning, and provides support and modelling to help with this. 1.4.c Regularly utilises different types of paired and small group work for different purposes, considering a range of factors when deciding how to group students and employing strategies to maximise collaboration. 1.5.b Uses a range of assessment strategies to evaluate students using defined assessment criteria, which include Includes both knowledge and Life Skills. Using these to assist the development of formative assessment approaches.	1.1.c Extends the learning activities in the Teacher Guide to design lessons where the stated Life Skills and learning objectives, are developed through inquiry and investigation. 1.2.d Chooses appropriate digital tools and resources to supplement lessons, reflecting critically on how these add value to the learning experience. 1.3.h Challenges students to think logically about the relationship between different ideas. Providing the neccessary support and scaffolding to enable this across a variety of ability levels. 1.4.d Finds multiple opportunities to incorporate group or paired work into lessons, and explicitly promotes collaborative practices and individual accountability while doing so. 1.5.c Uses a range of assessment techniques to gather information about student performance during the learning cycle and uses this to inform instructional decisions.
INSTRUCTION	2.1.a 2.1.b 2.1.c Communicates clearly with students, modelling the correct use of spoken and written language and making appropriate vocabulary choices. 2.2.a 2.2.b Uses a range of closed and open questions in lessons. 2.3.a Uses learning strategies described in the Teachers Guide to ensure all students are active participants in lessons. Identifies strenghts and areas for improvement in their own practice.	2.1.d 2.1.e Explicitly models strategies for writing, speaking and listening, including mental processes which support the correct use of language. 2.2.c 2.2.d Uses questioning techniques, including wait time, to support students in their learning. 2.3.b Provides opportunities for students to engage in problem solving and critical thinking actvities, providing support and guidance where needed.	2.1.f Extends modelling of language to include thinking critically about language choice, being flexible and revising thinking to make appropriate decisions. 2.2.e 2.2.f Targets questions to individual students and provides opportunities for students to develop and ask questions of their own. 2.3.c 2.3.d Ensures all students are engaged and active by employing a range of strategies and resources, to accomodate individual student needs.
CONNECTED EDUCATOR	3.2.c 3.2.d Communicates key information about Education 2.0, including the importance of Life Skills, to parents and families. 3.3.a Engages with the Community of Practice, either virtually or at face to face events. 3.4.a Attends and participates in professional learning sessions.	3.1.a Routinely considers the instructional outcomes of lessons in order to identify strengths and areas of improvement in their own practice, and acts on this in order to improve performance. 3.2.e Communicates personalised information about student progress to parents and families. 3.3.b 3.3.c 3.3.g 3.3.h Regularly engages in a range of community activities and is an active participant in the Community of Practice. 3.4.b 3.4.c Enhances educational practice by incorporating new ideas gained from professional learning sessions, making use of mentors to support this where available.	3.1.b 3.1.c Uses a structured approach, including analysis of student work, to routinely work with colleagues to reflect on practice and act on this in order to improve performance. 3.2.a 3.2.b Engages in two-way communication with parents in order to share personalised information about student progress and ensure they are able to assist learning at home. 3.3.d 3.3.e 3.3.f 3.3.i Seeks out opportunities for developing the Community of Practice and leads or facilitates these. 3.4.d Actively seeks professional learning opportunities in order to challenge and extend their own thinking in order to improve profesional practice.

PROGRESSION PLAN

Term one

Date: ________

Objective	Self Credit
Behaviours:	

Self-reflection	Peer-reflection

PROGRESSION DIALOGUE

Week:

Mentor Say:

Teacher Say

Week:

Mentor Say:

Teacher Say

Progression Plan and Dialogue Template

Progression Plan

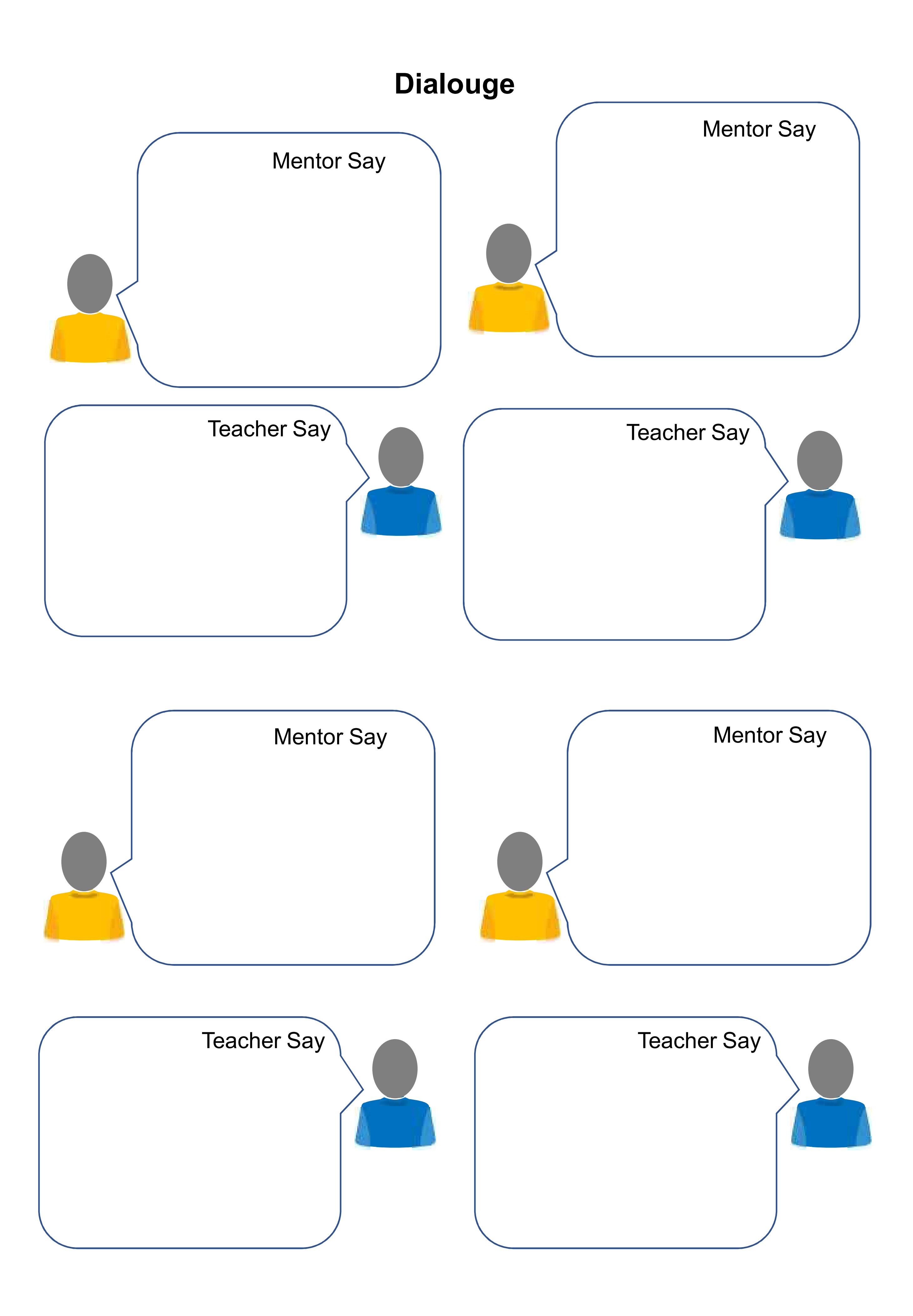
Credits	Objective	Credits	Objective

Self Reflection	Peer Reflection	Self Reflection	Peer Reflection

Credits	Objective	Credits	Objective

Self Reflection	Peer Reflection	Self Reflection	Peer Reflection

Dialouge



Mentor Say
Mentor Say
Teacher Say
Teacher Say
Mentor Say
Mentor Say
Teacher Say
Teacher Say

Digital Resources Available For Use

Teachers are encouraged to use resources from the Egyptian Knowledge Bank as digital learning objects. Visit **www.ekb.eg** to access thousands of resources from the world's top education publishers.

NO.	CLIP TITLE	DESCRIPTION	CLIP TITLE	QR CODE
1	**Styles of Communication**	Students consider different purposes for communication, and how communication customs differ depending on who is in the conversation.	https://tinyurl.com/y5pu642y	
2	**Cultural Differences**	Students explore how customs and traditions differ between different places, people, and cultures.	https://tinyurl.com/yyppccbj	
3	**Map of Egypt**	Students explore features and regions showcased on a map of Egypt.	https://tinyurl.com/y3azq69y	
4	**Citizenship**	Students consider how citizenship, or being a member of a community, includes having rights and responsibilities to care for others and the community itself.	https://tinyurl.com/y2oefw5d	
5	**Observing and Measuring Types of Weather**	Students consider how different types of weather, such as rainfall, temperature, and wind direction, can be measured.	https://tinyurl.com/y38mtnmu	
6	**A Tour along the Nile**	Students explore various areas along the Nile River on a virtual tour, noting key current and historical sites.	https://tinyurl.com/y6p85t4s	
7	**Daily Routines**	Students explore the importance of daily schedules for accomplishing goals and working together. The video also reinforces the skill of reading 12-hour clocks to mark time in a 24-hour day.	https://tinyurl.com/y2wjvxot	

NO.	CLIP TITLE	DESCRIPTION	CLIP TITLE	QR CODE
8	**Communication Tools**	Students learn about different tools we use for communication, including simple tools such as light and sound and more complex tools such as phones and computers.	https://tinyurl.com/y2wjvxot	
9	**Nutrition**	Students learn how various types of food provide health benefits and explore how to create a balanced meal.	https://tinyurl.com/y33kzone	
10	**Engineering Design Process**	Students observe examples of partners engaging in the design process, including encountering a challenge, generating ideas, building and testing prototypes, and making improvements.	https://tinyurl.com/y6hwzjol	
11	**Uses of Water**	Students consider many ways that we use water throughout the day, and begin to explore various sources of water available around the world, and the importance of protecting these sources from pollution.	https://tinyurl.com/yy2e8646	
12	**Conflict Resolution**	Students observe an example of conflict between friends and learn strategies for responding in ways that preserve relationships and help groups work together.	https://tinyurl.com/y6mo9e5p	
13	**Intro to Careers**	Students explore how their personal interests can relate to potential future careers.	https://tinyurl.com/yynjov34	
14	**Habitats and Organisms**	Students learn that a habitat is the environment and surroundings that make a natural home for living things, and explore how even a place like the desert can be a habitat for plants and animals.	https://tinyurl.com/y3nbwpbx	

NO.	CLIP TITLE	DESCRIPTION	CLIP TITLE	QR CODE
15	**Constellations**	Students learn about what is visible in the night sky, including planets and stars. Students begin to consider the distance, size, and brightness of stars, as well as patterns that people see among the stars.	https://tinyurl.com/y6rtg7h3	
16	**Water**	Students explore various sources of water on our planet and learn that water sources can be solid or liquid and fresh water or saltwater.	https://tinyurl.com/yylrrpfl	
17	**Cooperation, Participation**	Students observe examples of how we can accomplish more together when we participate in group activities and cooperate to finish tasks.	https://tinyurl.com/y5m4vjf9	
18	**External Animal Parts**	Students explore how different parts of plants and animals help them adapt to their habitat.	https://tinyurl.com/y2566f34	
19	**Being Kind Online**	Students consider how communication online differs from communication in person, including neessary safety measures and the potential for misunderstanding without the context that in-person communication provides.	https://tinyurl.com/y4at9867	
20	**Heating and Cooling**	Students observe and explore what happens to water and other materials when heated or cooled, focusing on the resulting changes in the states of matter.	https://tinyurl.com/y483ann2	

PRIMARY 2

Multidisciplinary

HOW THE WORLD WORKS

Chapter 1: The Nile I Know

Chapter Overview

The Nile I Know

COMPONENT	DESCRIPTION	LESSONS
Discover	Students explore topographic maps to become familiar with the geography of Egypt, focusing on the Nile River Valley. Students investigate types of boats on the Nile and build model boats.	2
Learn	Students learn about weather and record daily weather in the area. Students explore wind and water erosion and their effects on land. Students use maps and research to learn about cities near the Nile.	6
Share	Students work collaboratively to create a radio commercial about a city of Egypt. Students think critically to choose cities to be studied in Chapter 2.	2

Connection to Issues



Non-Discrimination: We are all alike, and yet we have differences. We can appreciate and talk about how we are the same and different. We can work together and be cooperative and collaborative.

Citizenship: We belong. We are part of a family. We all have needs and we all have responsibilities.

Life Skills Addressed



DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Define relationships between different objects. **Creativity:** • Organize parts to form a new or unique whole.
Learn to Work	**Collaboration:** • Review individual behaviors within the team.
Learn to Live Together	**Sharing:** • Effective management and organization of tasks.
Learn to Be	**Accountability:** • Provide effective feedback. **Communication:** • Good listening. • Self-expression. • Reading, writing, non-verbal communication skills.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

D. Reading Skills: Fluency

1.a. Read texts at grade-appropriate difficulty with a level of accuracy and fluency to support understanding.
1.b. Read a variety of texts, recognizing and understanding the purpose of the text.
1.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

E. Reading Comprehension: Literature

1.a. Ask and answer questions (who, what, where, when, why, and how) about key details in a text.
7.a. Read and comprehend literature, including stories and poetry, at appropriate difficulty level for Primary 2.

F. Reading Comprehension: Informational Text

4.a. Define words and phrases based on use and context in the text.

G. Language: Vocabulary Acquisition and Use

1.a. Use sentence-level context to infer, confirm, or correct the meaning of words.
1.g. Demonstrate command of the conventions of grammar and usage when writing or speaking.

WRITING:

D. Process, Production, and Research

1.b. Utilize questions and suggestions from peers to strengthen writing.
3.a. Research a specific topic or question using a variety of resources with guidance and support from adults and peers.

SPEAKING AND LISTENING:

A. Foundational Skills

1.a. Participate in collaborative conversations with peers and adults about various topics and texts.
1.c. Build on others' talk in conversations by linking their comments to the remarks of others.
1.d. Ask questions to clarify any misunderstandings concerning the topics and texts under discussion.
2.b. Recount key ideas or details from a text read aloud or information conveyed orally.
5.a. Speak in complete sentences, following grammatical rules, when appropriate to task and situation.

MATH:

B. Operations and Algebraic Thinking

1.c. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
2.c. Write an equation to express the total number of objects in an array as a sum of equal addends.

C. Numbers and Operations in Base Ten

1.k. Order a set of up to 5 numbers with values up to 1,000 from least to greatest or greatest to least.
2.d. Add and subtract 1-, 2-, and 3-digit numbers from 3-digit numbers using a variety of strategies including regrouping.

SCIENCES:

A. Skills and Processes

1.a. Ask questions based on observations to find more information.
1.b. With guidance, cooperate to plan and conduct an investigation with peers.
1.c. Use observations to describe patterns.
1.d. Use observations to explain an experience.
1.g. Communicate information with others in oral and written forms.

B. Earth and Space

1.c. Analyze collected observations to discover patterns in weather (such as daily and seasonal changes).
1.d. Identify and develop tools to observe and measure types of weather (such as a rain gauge, anemometer, and thermometer).
1.f. Describe how wind and water can change the shape of the land in a short or long period of time.

C. Life Science

1.e. Describe various ways plant seeds are dispersed in an environment.

SOCIAL STUDIES:

B. Environment, Society, and Culture

1.f. Identify defining cultural and environmental characteristics of specific places.

C. Understanding the World from a Spatial Perspective

1.a. Identify and use geographic tools that aid in determining the locations of places on Earth.
1.b. Describe a place using bird's-eye view, satellite images, photographs, and pictures.
1.c. Identify the location of Egypt and Egypt's main regions on a map.
1.d. Identify and use cardinal directions on a map to locate important national sites in Egypt.
1.e. Identify and describe natural/physical features and human-made features of places using maps and photographs.

DRAMA:

B. Plays

1. Interpret the meaning of the dialogue in an existing play.
2. Collaborate with peers to devise meaningful dialogue in an original play.

VOCATIONAL FIELDS

A. Career Social Skills and Preparation

4.a. Describe various occupations and explain the importance of various professions in the community (such as industrial, agricultural, commercial, hotel, and tourism).

INFORMATION AND COMMUNICATION TECHNOLOGIES:

C. Technological Production Tools

1.a. Use digital technologies (such as a computer) appropriately to support learning.
1.b. Identify the appropriate program or application to complete a task.
1.c. With support, use digital sources to search for and collect content to answer a specific question.

COMPUTATIONAL THINKING:

Life Skills

Self-Management: Segment goals into specific steps.

Math

B.1.c. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
C.2.d. Add and subtract 1-, 2-, and 3-digit numbers from 3-digit numbers using a variety of strategies including regrouping.

Science

A.1.b. With guidance, cooperate to plan and conduct an investigation with peers.
A.1.c. Use observations to describe patterns.
B.1.c. Analyze collected observations to discover patterns in weather (such as daily and seasonal changes).

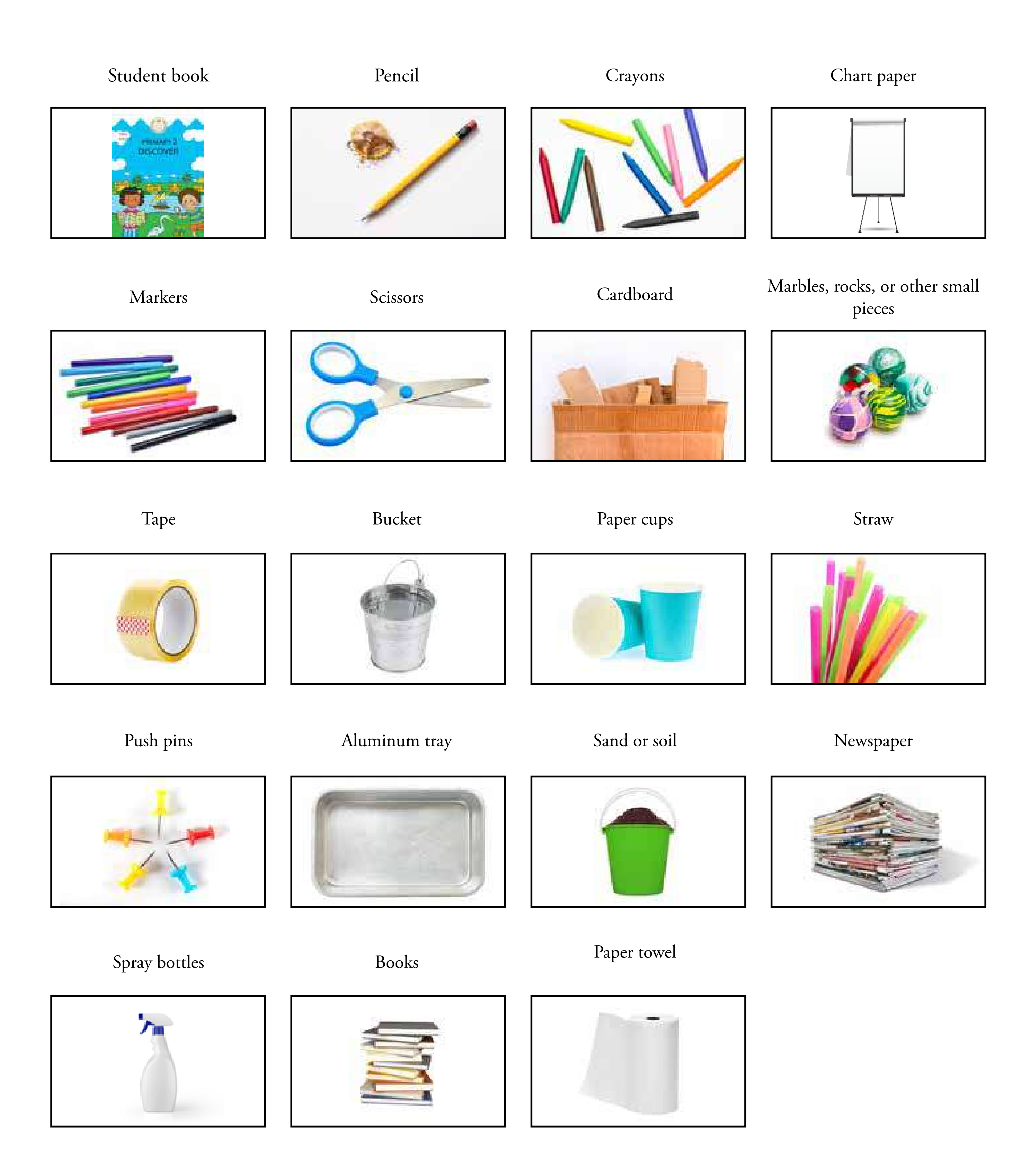
Information and Communication Technologies

C.1.b. Identify the appropriate program or application to complete a task.
C.1.c. With support, use digital sources to search for and collect content to answer a specific question.

CH 1 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	DISCOVER: **Students will:** • Use maps to identify regions in Egypt. • Identify physical features using a topographic map. • Create a legend for a topographic map.
2	DISCOVER: **Students will:** • Investigate different types of boats. • Build a model boat. • Order a set of objects from least to greatest.
3	LEARN: **Students will:** • Read a weather map. • Build an anemometer.
4	LEARN: **Students will:** • Describe directions on a map using cardinal directions. • Locate pyramids on a map of Egypt. • Calculate distances between places on a map.
5	LEARN: **Students will:** • Use observation skills to explain erosion. • **Model** wind and water erosion by experimentation. • Work as a team to complete a task.
6	LEARN: **Students will:** • Define and give an example of erosion. • **Brainstorm** as a team. • Plan a schedule for a tourist to visit their city.
7	LEARN: **Students will:** • Research cities of Egypt using technology. • Collaborate to determine important information. • Define tasks and complete specified goals. • Discuss key details in a story.
8	LEARN: **Students will:** • Use proper intonation and emotion when reading a script orally. • Determine important elements to include in a commercial. • Collaborate to write a radio script.
9	SHARE: **Students will:** • Speak clearly and with emotion while presenting a radio commercial. • Give appropriate feedback to other students. • Survey students to collect data.
10	SHARE: **Students will:** • Graph weather data and compare information. • Reflect on learning over time.

Materials Used



Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Use maps to identify regions in Egypt. • Identify physical features using a topographic map. • Create a legend for a topographic map.	• Delta • Geography • Legend • Mediterranean Sea • Flooding • Valley • Red Sea	• Student book • Pencil • Crayons • Chart paper or board • Markers

PREPARATION

During this chapter, students will be learning about cities within Egypt, beginning with their own city or town. Consider inviting a community member to share local history and information or visiting a local site of interest. This experience will be discussed in Lesson 6.

If possible, when noted in the directions, use a computer to project the topographic map found in the student book (Say Hello to Egypt). If projection is not possible, posting a large map of Egypt on the wall is a good substitute for the map in the student book. Otherwise, hold up a student book to refer to specific places and scan the room to ensure students are following along.

LIFE SKILLS

Learn to Be

Communication:

- Good listening.



Discover (90 minutes)

Directions



CHAPTER 1 THE NILE I KNOW — Lesson 1

NOUR GETS EXCITING NEWS

Read the story. Circle words you do not know.

Most of the family was already eating when Nour came to the breakfast table.
Grandma said, "Good morning, Nour. We have some exciting news for you."
"Good morning, Grandma," Nour said. "What is the news?"
"May I tell her, Grandma?" Samir said, wiggling in his seat. "May I, please?"

"Of course, Samir," Grandma answered. "Please tell Nour our news."
"We're going on a trip," Samir said happily. "A big trip."
"This sounds fun. Where are we going?" Nour asked.
"That's the best part," Sara said. "We get to decide where we are going."
"Oh, wow!" Nour said. "This is going to be fun."

PRIMARY 2 3

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **In this chapter, we are going to learn about different places in our country. We are going to study different kinds of maps and see how much we can learn about different cities and regions of Egypt. Let's check in on our friend Nour to see what is going on in her world. Please open your student books to Nour Gets Exciting News. Take a few moments to read the story silently to yourself.**

TEACHER DO: Give students ample time to read the story. If students struggle to read independently, encourage them to identify known words and review the text and images quietly until the class reconvenes to read the story together.

 STUDENTS DO: Read the story silently.

TEACHER SAY: **Let's read the story aloud together. As you read, be sure to show emotion in your reading.**

TEACHER DO: Use **Calling Sticks** to choose students to read the story, each reading one sentence. As students read sentences that include an emotional cue, prompt them to consider what emotion is being communicated and how they can express that emotion with their voices. If needed, read the story out loud to the class.

 STUDENTS DO: Read along.

TEACHER DO: Lead a discussion of the story, including questions such as the following:

- Who is at the breakfast table?
- What is the news?
- How does Samir feel about the news? How do you know?
- How does Nour respond to the news?
- Where is the family going on the trip?
- Would you like to plan a trip?

TEACHER SAY: It sounds like Nour and her family are excited to plan a trip. Let's plan an imaginary trip together. As we learn about different places in our country, we can imagine that we are also planning for a trip. Our Share project for this chapter will be to make a radio commercial about a city we would like to visit. What do you think we need to know for planning a trip?

TEACHER DO: Lead a discussion to encourage students to think about what they would need to know to prepare for a trip. Record ideas on the board as students answer. Students may want to consider:

- Where they are going.
- How they might get to their destination.
- How far away the destination is.
- What they can do/see at the destination.
- What the weather will be like.



STUDENTS DO: Share ideas.

2. **TEACHER SAY: Thank you for those very good ideas. These are all things we need to consider when planning for a trip. We will be researching and discussing these items as we prepare. Let's start by learning about the geography in Egypt.**

TEACHER DO: Write the word "geography" on the board.

TEACHER SAY: Today's vocabulary word is "geography." Would anyone like to tell us what "geography" means?

TEACHER DO: Allow students to respond if they are familiar with the word.

TEACHER SAY: "Geography" is the study of the land, water, and air around us. When we learn about geography, we learn how the land, water, and air affect people and how people affect the land, water, and air. For example, if you live in a desert, growing crops will be more difficult because of the soil and lack of water. This is one way that land can affect people.

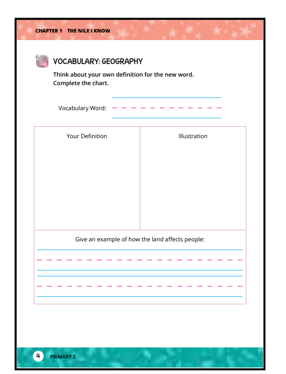
TEACHER DO: Write on the board:

GEOGRAPHY
LAND, WATER, AIR ←→PEOPLE

TEACHER SAY: Let's think about the land and water around us. If we walk down the street, we see [insert a description of the local geography such as sand dunes, the green banks of the Nile, or mountains]. Do you think people everywhere in Egypt see the same things?



STUDENTS DO: Share ideas.



TEACHER SAY: Let's learn more about our definition of geography.

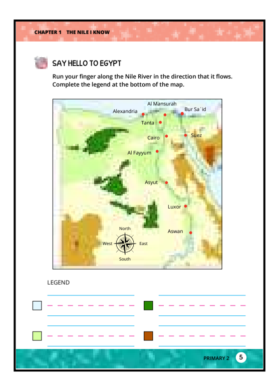
TEACHER DO: Lead a discussion with students about how each of the components comprising the definition of geography can influence each other. Allow students to offer ideas, and encourage them to think of a wide range of topics, such as how the type of land or water availability affect where people choose to live.

TEACHER SAY: You have very interesting ideas about how the land, water, and air affect people and how people can affect the land, water, and air. Let's record what we have learned about the word GEOGRAPHY. Please turn in your student books to Vocabulary: Geography. Read and follow the instructions.

TEACHER DO: Give students ample time to think of an example of how land affects people. Remind students they can refer to the board if they need to.



STUDENTS DO: Read and follow instructions.



3.TEACHER SAY: Now that we know what geography is, let's use our knowledge. Let's discover more about the land and water in Egypt first. Maps will be important tools in our discovery and planning. In this chapter, we will learn about different types of maps. Let's open our student books to Say Hello to Egypt. Read the directions to yourself.

TEACHER DO: Prepare a map to post or project if possible.

TEACHER SAY: We are looking at a partial map of Egypt. Let's see what we can learn about Egypt from this map. First, how is this map similar to and different from other maps we have seen?



STUDENTS DO: Share ideas and observations of the map.

TEACHER SAY: Yes, we have seen a map of this our country before. But there is information on this map that is new to us. Let's start with what we know. We have found the Nile River in a map before. Let's review. Give me a Thumbs Up when you find the Nile River on this map.

TEACHER DO: After giving students a moment to look for themselves, point to the Nile on a map of Egypt.

TEACHER SAY: The curvy line that goes all the way through Egypt is the Nile River. Trace the Nile River with your finger. Raise your hand if you remember in which direction the river is flowing.

TEACHER DO: Choose students with raised hands until the correct answer is given ("from the bottom to the top," "toward the sea," "from south to north").

TEACHER SAY: Very good. We remember a lot about our Nile River. Another thing we noticed about this map is that there are a lot of different colors. The colors are not just there for decoration - they mean something. Let's think. Where do you see blue on this map? What do you know about the blue areas?

TEACHER DO: Use **Calling Sticks** to choose students until the correct answer is given (water).

TEACHER SAY: Very good. Yes, blue is where we know there is water. Therefore, blue represents water on this map. The water on the right side is the Red Sea.

TEACHER DO: Access students' prior knowledge by asking them to name various bodies of water on the map using questions such as:

- Does anyone know the name we have given the water at the top of the map?
- Raise your hand if you remember from the last theme what this bit of blue toward the bottom of the map is (Lake Nasser).

Choose students with raised hands to respond until the correct answer is given. If students do not remember, remind them of the names.

TEACHER SAY: Remember from our last theme that Lake Nasser was formed when the Aswan High Dam was created. Who can remind us what a dam is and why dams are created?

TEACHER DO: Lead a short discussion on what a dam is and the purpose of the Aswan High Dam (primarily to control the flooding of the Nile).

TEACHER SAY: So, we can infer that blue represents water in this map. If you look below the map, you will see some colors next to the word "Legend." Raise your hand if you know what a "legend" is.



STUDENTS DO: Raise hands to answer.

TEACHER SAY: **The legend tells us what the colors and symbols on a map mean. At the bottom of the page, you see that a legend has been started, but the important information is missing. Let's see if we can complete the legend. Next to the blue strip, write the word "water," because we said that blue represents water in this map.**

TEACHER DO: Write "water" on the board for students to copy.

TEACHER SAY: **You are right that the blue areas are water. Blue doesn't just mean water, though. Blue on this map actually means that the area is at the same height as the sea, or water. Next to the word water add a comma and the phrase "sea level." We will learn more about this as we look at the other colors on the map.**

 **STUDENTS DO:** Add "sea level" to the legend.

TEACHER SAY: **You are doing a good job learning about geography and maps. As we learn what the other colors represent, please complete the legend for the map in your student book. This map shows the different landforms in Egypt and how high they are above the level of the seas. Let's look first at the areas shaded a very light green—do you think these are low, close to the ocean level, or higher, like mountains? Why do you think that?**

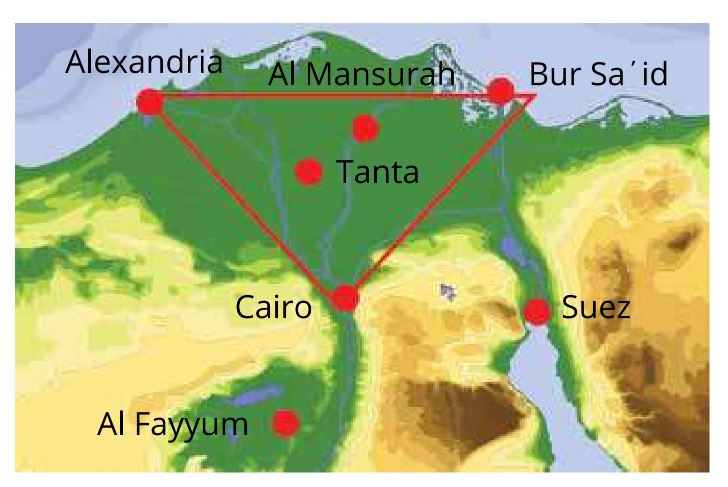
Note to Teacher: This is a topographic map, so the colors (other than blue) represent the height of the land above sea level. Green was chosen for the Nile Valley, because in addition to being low-lying, the valley is also fertile, and green is often used to give that impression.

 **STUDENTS DO:** Share ideas.

TEACHER SAY: **Why else might the map creators use the color green where they did?**

 **STUDENTS DO:** Share ideas.

TEACHER SAY: **Light green in this map represents what we call low-lying areas. The areas around water sources, like the seas and the Nile, gently slope up from the water. Light green means low areas, but it was also chosen because this is where crops are grown in Egypt, and plants are often green. Find the large green area where the Nile River empties into the Mediterranean Sea. What shape does the green make in this area?**



TEACHER DO: Allow for student responses, then trace the triangle shape on the projected (or paper) map.

 **STUDENTS DO:** Draw a triangle around the Nile Delta on the map in their student books.

TEACHER SAY: **This is a very famous region in Egypt, called the Nile Delta. A delta is a low-lying area where a river meets the sea. It is called a delta because it is shaped like a triangle. The Nile Delta is a rich agricultural region in Egypt. Please label this area in your student book as "Nile Delta."**

TEACHER DO: Write "Nile Delta" on the board.



STUDENTS DO: Label the Nile Delta on the map.

TEACHER SAY: Very good. What do you think the brown color in the map represents? Be sure to listen well as we discuss so that you can add information to the legend for the map in your student books.

TEACHER DO: Use **Calling Sticks** to choose students until the correct answer is given (mountains, higher regions). Write the answer on the board for students to copy. Note that the yellow or tan color represents land areas of lower elevation (medium height).



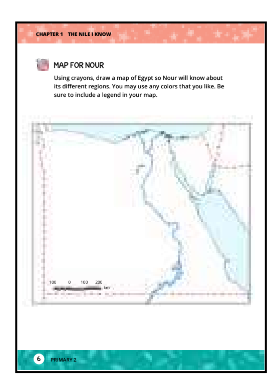
STUDENTS DO: Share ideas, record in legend.

TEACHER SAY: Very good. And finally, what does the yellow or tan color represent?



STUDENTS DO: Share ideas, record in legend.

4. TEACHER SAY: Very good. Now we know what all of the colors represent in the map. Take time to look over the map. Can you remember what all the colors mean? Let's use Think Time to remember what we just learned.



STUDENTS DO: Use **Think Time** to review the map legend.

TEACHER SAY: Now let's use what we have learned. Please turn in your student books to Map for Nour. Read the directions silently as I read them aloud.



READ ALOUD: Using crayons, draw a map of Egypt so Nour will know about its different regions. You may use any colors that you like. Be sure to include a legend.



STUDENTS DO: Color in the outline of the map of Egypt.

TEACHER DO: As the students are working, walk around to help them understand how to make the legend. Remind them that they can look up at your map or at the map in the student book if they need help remembering what Egypt looks like.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: Everyone has been working very hard today, learning about the geography of Egypt. As we finish for the day, please share your map of Egypt with your Shoulder Partner. Explain the colors in your legend. Explain why you used those colors and what they mean. Listen carefully to each other.



STUDENTS DO: Explain original maps to **Shoulder Partner**.

TEACHER DO: Walk around and listen to the students as they explain the legends for their maps. Encourage students to provide reasoning for the color choices and other features of their maps.

TEACHER SAY: Thank you for all of your hard work today. In our next lesson, we will begin to discuss other aspects of our imaginary trip and Nour's trip, too.

Lesson 2 Overview

LEARNING OUTCOMES
Students will: • Investigate different types of boats. • Build a model boat. • Order a set of objects from least to greatest.

KEY VOCABULARY
• Cargo

MATERIALS
• Student book • Pencil • Crayons • Chart paper or board • Markers • Scissors • Cardboard from recycling, approximately one business letter size (210 mm x 297 mm) per boat to be built • Marbles, rocks, and other 1 cm sized (or smaller) solid objects (as cargo for model boat) • Tape • Bucket or tray filled with water

PREPARATION
Cut out one set of the boat pieces provided in the student book on the page titled Our Boat Design (enlarged for demonstration, if possible). Gather cardboard, scissors, and tape for building boats. Distribute these materials in a way that makes sense for the classroom set up. For testing boats, a bucket or a tray of water is required. Near the testing site, make accessible "cargo" (marbles, rocks, paper clips, and other 1 cm sized objects).

LIFE SKILLS	
Learn to Work	Learn to Be
Critical Thinking: • Define relationships between different objects.	Communication: • Good listening.



Discover (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: **In our last lesson, we learned how to use a map to learn about the landforms in different regions of Egypt. What were some of the landforms we discussed?**

TEACHER DO: Use **Calling Sticks** to choose students to review the regions shown in the topographic map. Regions include water, low-lying areas, desert, and mountains.

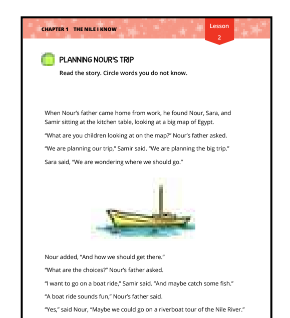
STUDENTS DO: Offer ideas.

2.TEACHER SAY: **Why do you think this information could be important for planning our trip?**



STUDENTS DO: Share ideas.

TEACHER SAY: **For our trip, we should think about what the land is like between us and our destination. This will influence how we get there. Let's check in with Nour and see how her trip planning is going. Please turn in your student books to Planning Nour's Trip. Take a few moments to read the story silently to yourself.**



CHAPTER 1 THE NILE I KNOW — Lesson 2

PLANNING NOUR'S TRIP

Read the story. Circle words you do not know.

When Nour's father came home from work, he found Nour, Sara, and Samir sitting at the kitchen table, looking at a big map of Egypt.

"What are you children looking at on the map?" Nour's father asked.

"We are planning our trip," Samir said. "We are planning the big trip."

Sara said, "We are wondering where we should go."

Nour added, "And how we should get there."

"What are the choices?" Nour's father asked.

"I want to go on a boat ride," Samir said. "And maybe catch some fish."

"A boat ride sounds fun," Nour's father said.

"Yes," said Nour, "Maybe we could go on a riverboat tour of the Nile River."

PRIMARY 2 7

TEACHER DO: Give students ample time to read the story. If students struggle to read independently, encourage them to identify known words and review the text and images quietly until the class reconvenes to read the story together.

 **STUDENTS DO:** Read the story silently.

TEACHER SAY: **Let's read the story aloud together. As we practiced yesterday, be sure to show emotion in your reading.**

TEACHER DO: Use **Calling Sticks** to choose students to read the story, each reading one sentence. As students read sentences that include an emotional cue, prompt them to consider what emotion is being communicated and how they can express that emotion with their voices.

 **STUDENTS DO:** Read along.

TEACHER DO: Lead a discussion of the story. The following points could be included in the discussion:

- What are Nour and her siblings looking at on the table?
- Why are they studying what is on the table?
- How does Samir want to travel?
- What does Nour's father think about Samir's idea?

TEACHER SAY: **It seems like Nour and her family are thinking about taking a boat ride on the Nile River. Let's look at a few boats they might see on the Nile River. Please turn your student books to Boats of the Nile. We will read the directions together.**

 **READ ALOUD:** **Look at the pictures of the boats. Circle your favorite boat.**

TEACHER SAY: **Please discuss the boats with your Shoulder Partner. Think about what the different boats might be used for. Ask your Shoulder Partner which boat is their favorite.**

 **STUDENTS DO:** Review the pictures of the boats, circle their favorite, and share what they already know about boats.

TEACHER SAY: **You have already drawn a circle around your favorite boat. Now, draw a square around your Shoulder Partner's favorite boat. You should remember which one this is if you were listening carefully.**



 **STUDENTS DO:** Draw a square around their **Shoulder Partners**' favorite boats.

TEACHER SAY: **Very good. It is important to listen to each other's ideas. Please share some of your ideas with the class for what boats are used for on the Nile.**

TEACHER DO: Choose a student to start the discussion, and then **Popcorn** to encourage more ideas. Ask students to explain why they think a boat is used for a specific purpose, referencing specific information in the images.

 **STUDENTS DO:** **Popcorn** ideas for the main function of different boat styles.

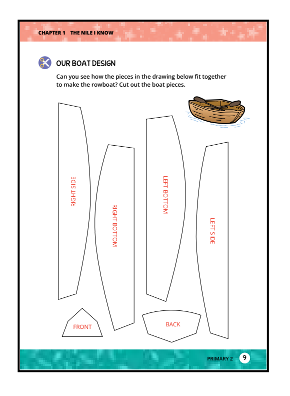
TEACHER SAY: **These are very good ideas. Let's continue thinking about boats. If Nour's family is going on a boat trip, they will have to bring luggage along. I wonder how much luggage they can bring.**

TEACHER DO: Write the word "cargo" on the board.

TEACHER SAY: **Raise your hand if you know what cargo is.**

 **STUDENTS DO:** Respond.

TEACHER SAY: **Cargo is what we call the items that boats, trucks, and airplanes are carrying from place to place. So luggage is a form of cargo. Luggage adds weight to the boat. Let's build some model boats and find out how much cargo they can hold. Please turn in your student**


CHAPTER 1 THE NILE I KNOW

OUR BOAT DESIGN

Can you see how the pieces in the drawing below fit together to make the rowboat? Cut out the boat pieces.

RIGHT SIDE

RIGHT BOTTOM

LEFT BOTTOM

LEFT SIDE

FRONT

BACK

PRIMARY 2 9

books to Our Boat Design. Read the directions and use Think Time as you carefully answer the question silently to yourself.

Note to Teacher: If supplies are not available for this learning experience, provide students with blank paper and ask them to draw the style of boat that would be most appropriate for Nour's trip. Encourage them to consider size, comfort of the passengers, space for the luggage, and options like whether or not there should be a covering. Have students share drawings with partners and discuss the choices made.

TEACHER DO: Give students several minutes to study the picture and the accompanying drawing.


STUDENTS DO: Silently attempt to match up the components of the drawing of the boat with the picture of the boat.

TEACHER SAY: **Our first task today is to take a two-dimensional drawing and figure out how it can become a three-dimensional object. Talk with your Shoulder Partner about how the parts in the drawing match up with the picture of the boat.**



STUDENTS DO: Work with Shoulder Partner to match up the components of the drawing of the boat with picture of the boat.

TEACHER SAY: **Now let's look at our task together.**

TEACHER DO: Tape the pre-cut boat pieces to the board in the arrangement shown in the student book. Use Calling Sticks to choose six students to show how each piece matches with the parts of the boat (left side, right side, left bottom, right bottom, front, and back).

3. TEACHER SAY: **Now it is time for you to build your boat. After we build our boats, we will see how well they float with and without cargo. First, carefully cut out the pieces in your student book.**

TEACHER DO: If needed, Model how to carefully cut around the lines provided.

Note to Teacher: If there are not enough supplies for every student to make a boat, have students work in pairs and use the life skill Sharing to divide up the work.


STUDENTS DO: Cut out pieces of the pattern provided.

TEACHER SAY: **Once you have finished cutting out the parts, trace them onto the cardboard.**

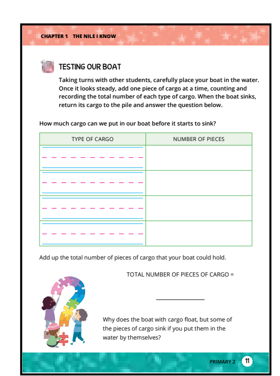

STUDENTS DO: Trace components onto the cardboard.

TEACHER SAY: **Next you will cut out the cardboard pieces and tape them together. Then we will see how well they float.**


STUDENTS DO: Cut out and assemble components.

TEACHER SAY: **When you have finished building your boat, place your boat upright in front of you so that I know you have finished.**

Note to Teacher: Students will likely finish building at different rates. Organize groups to test their boats in the manner that works for your classroom setting.


CHAPTER 1 THE NILE I KNOW

TESTING OUR BOAT

Taking turns with other students, carefully place your boat in the water. Once it looks steady, add one piece of cargo at a time, counting and recording the total number of each type of cargo. When the boat sinks, return its cargo to the pile and answer the question below.

How much cargo can we put in our boat before it starts to sink?

TYPE OF CARGO	NUMBER OF PIECES

Add up the total number of pieces of cargo that your boat could hold.

TOTAL NUMBER OF PIECES OF CARGO = ________

Why does the boat with cargo float, but some of the pieces of cargo sink if you put them in the water by themselves?

PRIMARY 2 11

TEACHER SAY: **Now it is time to test how your boats hold cargo. Turn in your student books to Testing Our Boat and read the directions silently.**

STUDENTS DO: Read the directions.

TEACHER SAY: **When you come to test your boat in the water, please bring your student book and your pencil. You will make a list of the cargo that fits in your boat while you are testing.**


STUDENTS DO: Test boats in the water and make a list of how much cargo the boats can hold.

TEACHER SAY: When you return to your seat, add the total number of pieces of cargo that your boat can hold and write it in your student book. Then discuss the question at the bottom of the page with your Shoulder Partner.

 **STUDENTS DO:** Watch as others test their boats and return to seats after testing to discuss question with **Shoulder Partner**.

Note to Teacher: Understanding the reason the boat floats with the cargo but that some individual pieces of cargo sink if placed alone in the water involves the ideas of buoyancy, displacement and surface area. The shape of the boat helps it displace water, allowing it to float until the weight of the boat (plus any cargo) is greater than the weight of the water displaced. The ideas of forces, weight and buoyancy (or the ability to float) may be beyond student understanding at this point. Students may not be able to articulate the reason why the boat, with the flat bottom and larger surface area can float, but encourage them to describe what they observe.

4. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: You are wonderful boat builders. There are many different kinds of boats on the Nile River. We saw some of them today and discussed what they are used for. You will work in your table groups for today's closing. The person whose first name has the fewest letters will be today's group leader. Please discuss how much cargo each boat could hold. Then, line up your boats in order according to how much cargo they can hold, from the least amount of cargo to the greatest amount of cargo.

 **STUDENTS DO:** Assemble in groups and discuss.

TEACHER DO: Allow group discussion for about five minutes. Walk around and have the students show you that they have lined up the boats, ordered according to how much cargo each boat can hold.

TEACHER SAY: Thank you for all of your hard work today. We have begun to think about boats on the Nile River, which is such an important part of Egypt. In our next lesson, we will learn more about how the world works on the Nile.

Lesson 3 Overview

LEARNING OUTCOMES

Students will:
- Read a weather map.
- Build an anemometer.

KEY VOCABULARY

- Anemometer
- Celsius
- Thermometer

MATERIALS

- Student book
- Pencil
- Crayons
- Chart paper or board
- Markers
- Three small paper cups per student (preferably with previously punched holes)
- One straw per student
- One pencil per student for anemometer
- One push pin per student

PREPARATION

If possible, when noted in the directions, use a computer to project the topographic map found in the student book (Say Hello to Egypt) and the weather maps (Weather in Egypt). If projection is not possible, post a large map of Egypt on the wall and tape weather symbols on it, or hold up a student book.

Before class, check the local temperature to be able to start the weather table.

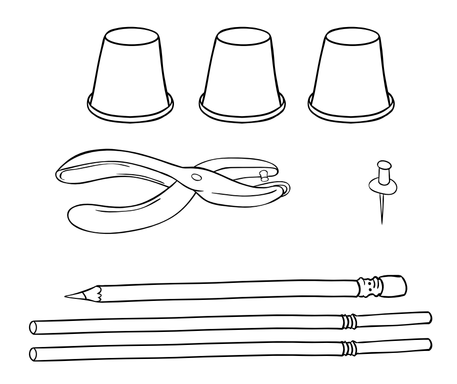
Build one four-cup anemometer as a demonstration tool using the directions below. The images provided show the two-cup student version. To build the four-cup anemometer that will remain in the classroom, you will need:
- Five small paper cups
- Hole puncher (if unavailable, you can use scissors)
- Two plastic straws
- One pencil
- One tack or push pin

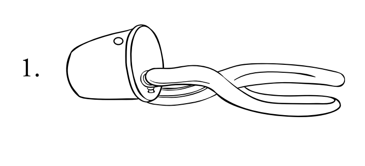
Directions for making the classroom anemometer:
- Use hole puncher or scissors to punch four equally-spaced holes near the rim of one of the cups. This is the central cup in the drawing below.
- Insert the straws through the holes in the cup. They will form an X in the middle.
- Punch two holes, about 2 cm apart, about halfway down each of the other cups.
- Thread the straws through these cups, making sure they are all facing in the same direction.
- Use the tip of the pencil to poke a pencil-sized hole in the bottom of the center cup, then insert the pencil, eraser side up, into the cup until the eraser touches the X that the straws make.
- From the top of the center cup, use the push pin to secure the straws to the eraser.
- Hold the pencil loosely in your hand and blow on one of the cups. If the anemometer does not spin freely, loosen the push pin to reduce the friction.
- Note: The students' anemometers will use three cups for simplicity and conservation of materials. (The teacher's uses five.) If volunteers are available to help you prepare, pre-punching the holes in the cups for the students prior to class would increase the likelihood of success for the students.

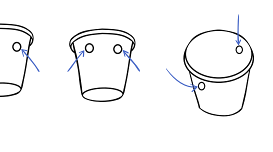
LIFE SKILLS

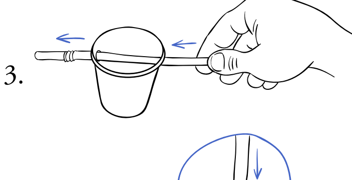
Learn to Know

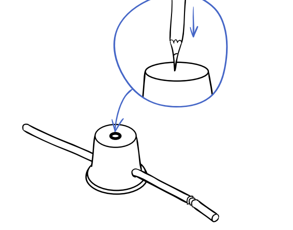
Creativity:
- Organize parts to form a new or unique whole.

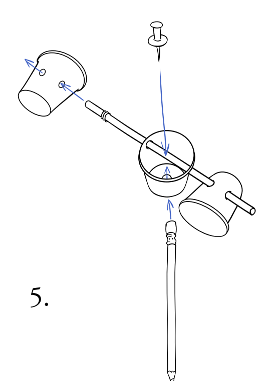


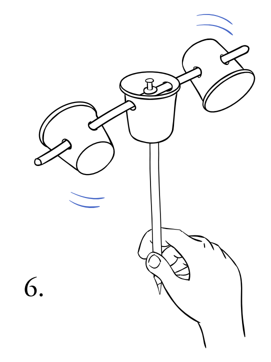
1. 

2. 

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5. 

6. 



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: **We have been planning a trip along the Nile with Nour. Maps have been very helpful in our preparation so far. Today we are going to learn how to read a new kind of map. First, let's refresh our memories about the landforms shown on our colorful map.**

TEACHER DO: Refer to topographic map of Egypt on the page Say Hello to Egypt. Lead a discussion on the landforms discussed previously (water, low-lying areas, desert/sand dunes, and mountains).

 STUDENTS DO: Review previous learning.

2. TEACHER SAY: **When we first talked about how to prepare for the trip, one of the things we mentioned was to find out what the weather would be like. Turn to your Shoulder Partner and talk about ways that weather may affect our trip along the Nile River.**

TEACHER DO: Give students ample time to discuss ideas with each other.

TEACHER SAY: **Let's share some ideas that you have discussed with your Shoulder Partner about how weather may affect our trip.**

TEACHER DO: Lead a discussion that encourages students to think about the ways in which weather may affect a trip, such as:

- Will we need a boat with a roof if it is sunny? Windy? Cloudy? Rainy?
- Will we need a boat with a motor if it is not windy or too windy?
- How will weather affect our choice of clothing?
- How will weather affect our choice of activities?

 STUDENTS DO: Share ideas.

TEACHER SAY: **Weather is an important factor in our trip planning. We know that weather has an effect on just about everything we do. Let's see if we can use our knowledge to answer some questions. Please turn in your student books to Weather and Our World. Read the directions to yourself and then follow those directions.**

 STUDENTS DO: Read and follow directions in student book.

TEACHER DO: Give students time to finish drawing and writing. While they are working, circulate around the room to assist if students are having difficulty.

TEACHER SAY: **When you have finished, please share your work with your Shoulder Partner. Did you come up with the same ideas, or are they different?**

 STUDENTS DO: Share ideas with **Shoulder Partner**.

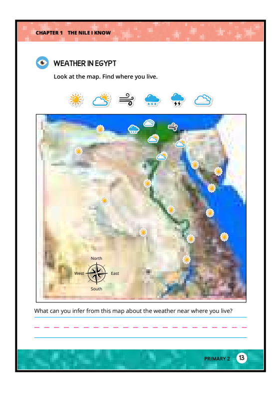
3.TEACHER SAY: **I have been walking around looking at your drawings and reading your ideas about how weather might affect our trip. I wonder, is there a way we can know what the weather will be like before we leave? What do you think?**

 STUDENTS DO: Share ideas.

TEACHER SAY: **We have learned about local weather reports in previous grades. If we know the weather in our town, do you think it is the same all over the country?**

 STUDENTS DO: Share ideas.

TEACHER SAY: **Let's see if you are right. Please turn in your student books to Weather in**


CHAPTER 1 THE NILE I KNOW
WEATHER IN EGYPT
Look at the map. Find where you live.
What can you infer from this map about the weather near where you live?
PRIMARY 2 13

Egypt. This is another partial map of Egypt. It does not show the whole country, but we can use it to learn how to read a weather map. This map shows the weather for some cities in Egypt.

 **STUDENTS DO:** Turn to the correct page and read the directions.

TEACHER SAY: Let's point to where we live on the map.

TEACHER DO: Allow students to attempt locating their position first, then show students the approximate location of their hometown on the projected (or posted) map of Egypt.

TEACHER SAY: Please place a mark on this spot on the map in your student book, so you will remember where we live. Before putting the mark in your book, show your Shoulder Partner. Make certain you agree where to put the mark.

 **STUDENTS DO:** Help each other to mark on the map.

TEACHER SAY: Very good. Now you can easily see where we live. This map is called a weather map. How is this map different from the other map we studied?

TEACHER DO: Use **Calling Sticks** to choose students to respond.

STUDENTS DO: Share ideas.

TEACHER SAY: Look at the legend above the weather map. Let's see if we can figure out what the symbols mean.

TEACHER DO: Lead a discussion with the students to identify the symbols. How do the symbols represent the weather conditions?

	Sunny		Windy
	Partly Cloudy		Rain
	Cloudy		Thunderstorm/ Lightning

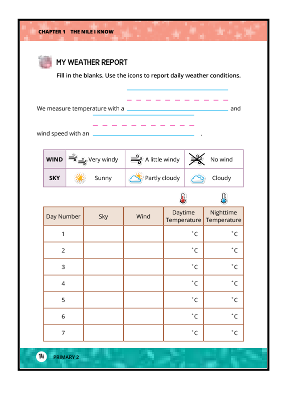
TEACHER SAY: Now that we understand what the symbols mean, can we see what the weather is like near our town?

Note to Teacher: Explain to students that this is not a map of today's weather, so the symbols may not reflect the weather you are currently having.

TEACHER DO: Use **Calling Sticks** to choose students to answer.

TEACHER SAY: Let's see what else we can find on the map. Work with your Shoulder Partner to find examples of each of the weather symbols.

 **STUDENTS DO:** Work with **Shoulder Partner**.


CHAPTER 1 THE NILE I KNOW
MY WEATHER REPORT
Fill in the blanks. Use the icons to report daily weather conditions.
We measure temperature with a ___ and
wind speed with an ___.

WIND	Very windy	A little windy	No wind
SKY	Sunny	Partly cloudy	Cloudy

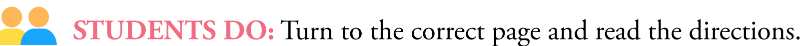
Day Number	Sky	Wind	Daytime Temperature	Nighttime Temperature
1			°C	°C
2			°C	°C
3			°C	°C
4			°C	°C
5			°C	°C
6			°C	°C
7			°C	°C

14 PRIMARY 2

TEACHER DO: Continue facilitating discussion based on the symbols on the map, making connections between travel and the weather. Ask questions such as

- If we were traveling to [a city forecasting rain], what would we need to pack? What might we do when we arrive?
- How is that different than what we would pack for [a sunny place]?

4. TEACHER SAY: You have done a very good job learning how to read a weather map. Since weather can be important to planning a trip, let's keep track of our weather every day for the remainder of this chapter. Turn in your student books to My Weather Report. Read the directions silently, and then we will discuss the project.


STUDENTS DO: Turn to the correct page and read the directions.

TEACHER SAY: Notice that the icons on this page are the same that we saw on the weather map. Every day, we will enter the conditions of the sky (sunny, partly cloudy, or cloudy), the wind (very windy, a little windy, or no wind) and the daytime and nighttime temperatures. Let's think a little harder about this task. How do you think we will decide on the sky conditions?

TEACHER DO: Choose a few students to answer. Allow discussion.

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Usually, we will just look out our window to decide the sky conditions. What are the sky conditions today?

 **STUDENTS DO:** Share observations.

TEACHER SAY: Very good. Please draw that symbol in the weather table for Day 1 in the box under "Sky." The next column in the table is where we record wind, but let's come back to that. After that is daytime temperature. How should we determine the daytime temperature?

TEACHER DO: Choose a student to answer. Allow discussion. Be sure to introduce the vocabulary word "thermometer" in the discussion, and write the phrase "Measure temperature with a thermometer" on the board.

 **STUDENTS DO:** Share ideas.

Note to Teacher: You may choose the method for obtaining daytime temperature that works best for your class. Options include, but are not limited to:

- *Install a thermometer on the outside of a window that is accessible and assign a different student each day to read it.*
- *Look up local weather on the internet.*
- *Assign a different student each day to bring in the page in the newspaper that gives the daily weather.*
- *Ask students to listen for the weather report on the radio.*
- *Record the temperature from the school announcements, if given.*

For the nighttime temperature, similar methods can be used. The teacher should always check the nighttime temperature as well, in case the students forget.

TEACHER SAY: Very good. We can use the same method to find out nighttime temperatures for our table. For today, I looked up the temperature, so we could start our table.

TEACHER DO: Provide students with the current temperature, and **Model** where to enter it on the table. Remind students how to match a row and column to find the cell where information belongs if needed.

TEACHER SAY: Notice that there is a "C" with a little circle in front of it in this box. Raise your hand if you know what that means.

TEACHER DO: Choose students with raised hands to respond. Write "Measure temperature in degrees Celsius" on the board under the previous phrase.

TEACHER SAY: Yes, we measure temperature in degrees Celsius. A degree is our unit of measurement. Just like we measure short lengths in centimeters and longer lengths in meters, we measure temperature in degrees Celsius. Please take a moment to check in with your Shoulder Partner to make sure you both have the correct value in the table.

 **STUDENTS DO:** Check in with **Shoulder Partner**.

5. TEACHER SAY: Now let's return to the column for wind. How do you think we can determine the wind direction?

TEACHER DO: Choose a student to start a **Popcorn** discussion. Allow all ideas.

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Thank you, those are fun ideas for how to determine wind direction. What about wind speed?

 **STUDENTS DO: Popcorn** to share ideas.

TEACHER SAY: Wonderful ideas. To help us, we are going to make a simple tool to measure wind speed. This instrument is called an anemometer.

TEACHER DO: Write "Measure wind speed with an anemometer" on the board.

Note to Teacher: If you do not have available materials for all students to make an anemometer, adjust the following section of the lesson. Consider having students build in groups of two or three and alternate who gets to take the tool home to collect information about the wind. If very few materials are available, build the classroom anemometer as a demonstration, having students read the instructions to you (but add two more outside cups). Then have multiple students help you test it by blowing into the cups at different speeds.

TEACHER SAY: Please turn in your student books to Measuring the Wind and read the first direction to yourself.

 **STUDENTS DO:** Read the first direction silently.

TEACHER SAY: We are going to read all of the steps together. Then we will get the materials and begin building an anemometer.

TEACHER DO: Choose students to read each instruction and discuss any questions. Distribute materials. Read each instruction again and **Model** each step as you build a classroom anemometer, walking around to help students as needed. If the students' anemometers do not spin, help them troubleshoot by loosening the push pin or making the hole for the pencil a little bit bigger.

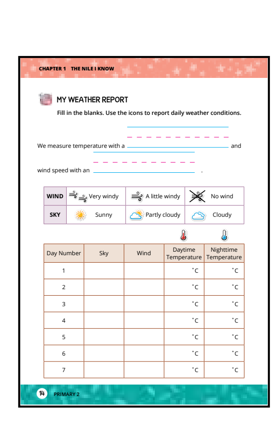


 **STUDENTS DO:** Make and test anemometers.

TEACHER SAY: You will be able to take your anemometers home to measure the wind at home. I have made one for the classroom, and we will use it to measure the wind outside every day. We will record "very windy," "a little windy," or "no wind," and use the icons in the student books.

Note to Teacher: Depending on your classroom situation, devise a way to put the anemometer outside. It is best if the students can see it from the classroom. Otherwise, you or some of the students will have to visit it each day to take a reading.

TEACHER DO: Decide how to get the first measurement. If there is time, the class could go outside, and everyone could test the wind with their own anemometer.



CHAPTER 1 THE NILE I KNOW

MY WEATHER REPORT

Fill in the blanks. Use the icons to report daily weather conditions.

We measure temperature with a __________ and wind speed with an __________.

WIND	Very windy	A little windy	No wind
SKY	Sunny	Partly cloudy	Cloudy

Day Number	Sky	Wind	Daytime Temperature	Nighttime Temperature
1			°C	°C
2			°C	°C
3			°C	°C
4			°C	°C
5			°C	°C
6			°C	°C
7			°C	°C

TEACHER SAY: Now please record today's wind level in My Weather Report in your student book.

 **STUDENTS DO:** Record wind level.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: Today we have learned about weather in Egypt and how to use a weather map. Please turn to your Shoulder Partner and complete the sentence above the icons at the top of the page, My Weather Report. Talk about the answers together, then write the answers in your own student book.

 **STUDENTS DO:** Work with **Shoulder Partner**.

TEACHER DO: Choose two students to bring in weather details:
1.Ask families to help look up the nighttime temperature for tonight.
2.Find the expected temperature for the day of the next lesson.

TEACHER SAY: **In our next lesson, we will learn more about Egypt using maps and satellite images. Be sure all of your materials are put away.**

Lesson 4 Overview

LEARNING OUTCOMES

Students will:
- Describe directions on a map using cardinal directions.
- Locate pyramids on a map of Egypt.
- Calculate distances between places on a map.

PREPARATION

Begin a weather chart, similar to My Weather Report in the student book. This chart should be large enough for everyone to see. Plan to use this chart through at least the first chapter of this theme.

Project the satellite image of Egypt, if possible, to refer to during the discussion.

KEY VOCABULARY

- East
- North
- South
- West

LIFE SKILLS

Learn to Know

Critical Thinking:
- Define relationships between different objects.

MATERIALS

- Student book
- Pencil
- Crayons
- Chart paper or board
- Markers



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: Before we begin today's lesson, let's check our weather report. The students who were chosen at the end of our last lesson will lead today's weather report.

TEACHER DO: Guide students as needed to lead the discussion about the weather report. Fill in the large weather report chart with new values. Encourage students to use math skills to analyze the data as it is collected. For example, students could find the difference or relationship (<, =, >) between Day 1's daytime and nighttime temperatures or between Day 1 and Day 2 temperatures.



STUDENTS DO: Discuss weather and complete the day's data on the page, My Weather Report.

TEACHER SAY: Thank you for leading today's weather report.

TEACHER DO: Choose students to find tonight's nighttime temperature and the high for the next lesson.

2.TEACHER SAY: Today we will learn more about how we can find our way around Egypt using maps and satellite pictures. Please raise your hand if you can remind us from our last theme what a satellite is.



STUDENTS DO: Share ideas.

TEACHER SAY: Please turn in your student books to Egypt from Space. So far in this chapter, we have looked at a map of the landforms in Egypt and a weather map. Now we are looking at a satellite picture, which is a picture taken from space. Let's find where we live and mark it on this satellite picture.

TEACHER DO: Choose students with **Calling Sticks** to point to the approximate location on the satellite image.

 **STUDENTS DO:** Mark current location.

TEACHER SAY: This satellite image has no legend, because it is close to what you would see if you were riding on the satellite. Let's find the Nile River in this satellite picture. Thumbs Up if you remember in which direction the river is flowing in this picture.

 **STUDENTS DO: Thumbs Up** or not.

TEACHER DO: Choose a student showing **Thumbs Up** to tell the class the direction that the river is flowing (from the bottom to the top of the picture).

TEACHER SAY: Yes, very good. It is flowing from the bottom to the top in this picture. Now, imagine that Nour and Samir are looking at this same map, but Samir is holding the map upside down. Which direction does the river flow now?

TEACHER DO: Model holding the map right-side up, then turn it upside down.

TEACHER SAY: Let's try it for ourselves. Please turn your student books upside down.

 **STUDENTS DO:** Turn student books upside down.

TEACHER SAY: Now what direction is the river flowing?

TEACHER DO: Choose a student to respond.

TEACHER SAY: Hmmm, now it is flowing from the top to the bottom. How about the actual Nile River? Did it just change its flow direction while we were looking at this picture? Think, then Turn and Talk with your Shoulder Partner.

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Let's see what we have decided. Using Number Sign, hold up one finger if the river changed its direction while we were talking, and hold up two fingers if you think the river is still flowing the same way it has always been flowing.

 **STUDENTS DO:** Respond using **Number Sign**.

TEACHER SAY: Let's try one more experiment. One partner, put your student book down. The other partner, hold your book the proper way, putting your hand toward the bottom. Turn and face your Shoulder Partner. The second partner should hold the book near the top of the page. One of you should be looking at the picture right-side up, and the other should be looking at the picture upside down. Is Cairo above or below Lake Nasser? Discuss with your Shoulder Partner.



 **STUDENTS DO:** Arrange accordingly, look at the picture, and discuss.

TEACHER SAY: This is an interesting question. When we put maps on paper, we can turn the map around to look at it in different ways. But when we do this, it does not mean that the river flows in a new direction or that cities move in the country. We need a way to talk about directions that does not have to do with the way we are holding a picture. Does anyone have ideas for how we can make sure we are all talking about the same direction?

TEACHER DO: Choose a student to respond.

TEACHER SAY: Notice the black and white drawing in the lower left corner of the picture. You have learned about directions before. Notice the letter N at the top of the drawing. It points in the direction that the river is flowing, does it not? Now turn your student books upside down again.

 **STUDENTS DO:** Turn student books upside down.

TEACHER SAY: Is the river still flowing in the direction where the N is pointing? Thumbs Up for yes.

 **STUDENTS DO:** Look at picture, **Thumbs Up** or not.

TEACHER SAY: Indeed, the river is still flowing in the N direction. We call this direction "north."

TEACHER DO: Recreate the compass rose on the board and write N=North at the top.

TEACHER SAY: Please write the word "north" in the empty box above the satellite picture.

 **STUDENTS DO:** Fill in the box.

TEACHER SAY: The other letters stand for the other directions. What directions do they stand for?

TEACHER DO: Use **Calling Sticks** to choose students to share with the class the meaning of the other letters (E, W, S). Write the words on the board near the abbreviations on the symbol.

 **STUDENTS DO:** Respond and fill in the boxes in their student books.

TEACHER SAY: Now we can use these directions to understand where places are in the picture. Who can point out Lake Nasser in this picture?

TEACHER DO: Choose a student to point out Lake Nasser on the map.

TEACHER SAY: Very good. Now, using these directions, north, south, east, and west, please use Think Time to consider where our school is located with respect to Lake Nasser.

TEACHER DO: Indicate Lake Nasser on the projected map with a pointer, then indicate the approximate location of the school.

 **STUDENTS DO:** Consider the question.

TEACHER SAY: Please draw an arrow pointing from Lake Nasser to our location in the picture.

 **STUDENTS DO:** Draw in student books.

TEACHER SAY: Now Turn and Talk with your group to decide how to describe where our school is with respect to Lake Nasser using the directions north, south, east, and west.

 **STUDENTS DO:** Work in groups.

TEACHER DO: Use **Calling Sticks** to choose students to describe where the school is with respect to Lake Nasser using cardinal directions. Since they only know north, south, east, and west, they may say things like, "a little north and a little east." Help students clarify these directions.

Note to Teacher: Please choose other points on the map (for example, Alexandria, El-Rashda, Al Fayyum) to practice using cardinal directions.

TEACHER SAY: Very good. This satellite picture was taken from high above the Earth in space, so you cannot see the pyramids. Does anyone know where the pyramids at Giza should be in this picture?

TEACHER DO: Choose students to show on the image. If no one knows, point to the approximate location of Giza in the image.

TEACHER SAY: Please draw a triangle to represent the pyramids near where Giza is in this picture.

TEACHER DO: Point again to the location of Giza on the projected image.

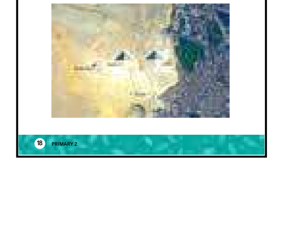
TEACHER SAY: Please draw an arrow from our location to Giza, where some of the pyramids are.

 **STUDENTS DO:** Draw in student book.

TEACHER SAY: Please complete the sentence at the bottom of the page by giving directions from our hometown to Giza, using the directions, north, south, east, and west.

TEACHER DO: Walk around and help the students by pointing to the cardinal directions in the image. Guide students as needed to complete the answer.

 **STUDENTS DO:** Complete the sentence in their student books.



3.TEACHER SAY: Thank you for working so hard. Now, for something special, please turn in your student books to Close Up from Space.

 **STUDENTS DO:** Turn to the correct page.

TEACHER SAY: What do you see in these satellite pictures?

TEACHER DO: Choose a student to respond.

TEACHER SAY: Yes. These are pictures of the pyramids. This picture was taken from a satellite called the International Space Station. It is close enough to the Earth that we can see some large features on the surface of the Earth, like the pyramids. How many can you see?

TEACHER DO: Lead a discussion with the students where they find the pyramids in the pictures.



 **STUDENTS DO:** Look at the satellite images of the pyramids and discuss.

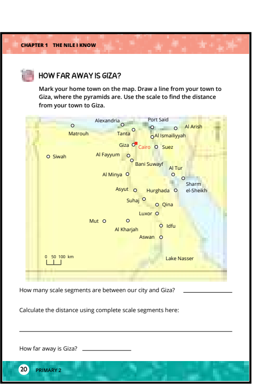
TEACHER SAY: I would like to visit the pyramids. Thumbs Up if any of you ever been to the pyramids.

 **STUDENTS DO: Thumbs Up** or not.

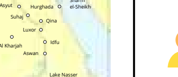
4.TEACHER SAY: I wonder if Nour's family is going to visit the pyramids on their trip. Let's check in with them and see how their planning is going. Please turn in your student books to Nour's Family Makes Plans. Follow along as we read the story aloud together.

TEACHER DO: Choose students to read the story, one line at a time. Afterward, lead a discussion about the story. Some of the topics may include, but are not limited to:

- What were Samir and his grandfather doing?
- What does Samir mean when he says, "We are online?"
- What was Samir excited about?
- Would you like to visit the pyramids? Why or why not?



5.TEACHER SAY: It sounds like Nour and her family might visit some pyramids on their trip. If we are thinking of visiting the Giza pyramids, we should learn how far away they are from our home. Please turn in your student books to How Far Away is Giza? and read the directions to yourself.

 **STUDENTS DO:** Read directions.

TEACHER SAY: Work with your Shoulder Partner to mark our town on the map and draw a line from our town to Giza.

 **STUDENTS DO:** Mark their town and draw a line to Giza.

TEACHER SAY: I am going to help you learn how to use the scale to find the distance from our town to Giza. Notice at the bottom of the map there is a scale. It is a long line with numbers on it. Thumbs Up when you find the scale.

TEACHER DO: Explain what the numbers mean on the scale and give a comparative distance, such

as about how far 1 kilometer would be from the school.

Note to Teacher: In order to extend this learning experience using computational thinking skills, have students first copy only one length of the scale given to measure the distances. Then ask students if they can think of a way to build efficiency into the process of measuring (one possibility is to mark more than one scale length on the "ruler"). Finding efficiencies in a repetitive task reinforces the computational thinking skill of recognizing patterns.

TEACHER SAY: To use the scale, let's make the same scale on another piece of paper, so we can move it around.

TEACHER DO: Show the students how to trace the scale on another piece of paper multiple times so that longer distances can be estimated.

 **STUDENTS DO:** Make a ruler by tracing the scale on another piece of paper.

TEACHER SAY: Now we have a scale that shows us a few hundred kilometers. Now, start at our city and place this ruler down on the line to Giza. If the ruler is not long enough, carefully mark the end of your ruler and move the beginning of your ruler to that point. Repeat this process until you get all the way to Giza. Keep track of how many times you put the ruler down.

TEACHER DO: Walk around to provide assistance as needed.

 **STUDENTS DO:** Use a scale to estimate the distance to Giza.

TEACHER SAY: During your last measurement, your ruler probably went past Giza. If you did not mark where your ruler landed, then do so now. Then count the number of times you marked complete scale segments on your map, so that you can estimate how far Giza is from us.

 **STUDENTS DO:** Enter the number of segments used in their student books.

TEACHER SAY: Now let's calculate the distance to Giza. We know how long our rulers are, and we know how many times we repeated the ruler. How can we add up the distance?

 **STUDENTS DO:** Share ideas.

TEACHER DO: Explain and **Model** for students how to calculate the distance based on the distances represented on their estimation rulers and the number of times it was laid down to reach Giza. Also **Model** how to estimate the "leftover" amount by showing a range such as "Giza is > 300 km but < 400 km away." Depending on the number of scale segments on the ruler, students may have different numbers for how many lengths they used, but total distance should be similar for all students. As answers vary, lead a discussion on the accuracy of estimation and the need for more precise tools and measurements.

TEACHER SAY: Now work on completing your own estimation, then write your result in your student book. Raise your hand if you have any questions.

TEACHER DO: Help students with raised hands.

 **STUDENTS DO:** Finish calculations and record results.

TEACHER SAY: When you have finished, please compare your results with your Shoulder Partner. Explain how you got your answers.

TEACHER DO: Walk around and check students' results. Help students understand how to correct any mistakes.

Note to Teacher: If time remains, have students practice using the extended scale "rulers" to estimate the distances to other cities of their choice. The beginning of the next lesson will ask them to practice more as well.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: Please be sure to keep your scale rulers in your books for our next lesson. You have been working very hard today. Now, turn to your table group and discuss how you might measure the distance from our school to your home.

 **STUDENTS DO:** Form groups and share ideas.

TEACHER SAY: Thank you for all of your work today. Remember to think about the temperature measurements tonight. Tomorrow we will talk more about weather and how weather might impact the planning for our trip.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS

LEARNING OUTCOMES

Students will:
- Use observation skills to explain erosion.
- **Model** wind and water erosion by experimentation.
- Conduct team behaviors to complete a task.

KEY VOCABULARY

- Erosion
- Stream table

MATERIALS

- Student book
- Pencil
- Crayons
- Chart paper or board
- Markers
- Stream table supplies per group
  - Aluminum tray, approximately 45 cm x 30 cm, with a hole in one end for water to escape
  - Sand or soil from outside; enough to cover ½ of the tray 2 cm deep
  - Straws
  - Pitcher with water
  - Cup or spray bottle for each group
  - Soil or sand to fill ¼ box approximately 8 cm to 10 cm deep
  - Newspapers to cover tables and put on floor
  - Blocks of wood or books to elevate one end of the tray
  - Paper towels to clean up water
  - Basin to collect water

PREPARATION

Collect needed supplies for demonstration. Read the directions prior to leading in class. The demonstration can be done with the whole group, but it would be better if students can do the activity in groups of five to eight. The demonstration is conducted doing two different experiments, one with a water sprayer and the other by pouring water in one place. If doing with the whole group, use the cup to pour water in one place.

LIFE SKILLS

Learn to Work	Learn to Be
Collaboration: • Review individual behaviors within the team.	Communication: • Good listening.



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

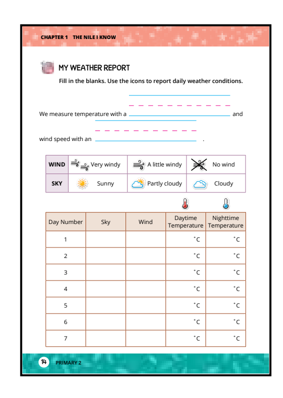
TEACHER SAY: Let's begin our day where we ended yesterday. Let's practice measuring and see if we can use our scale rulers to find the distance to more cities. Then we will complete our weather report for today and move to a new topic. Turn in your student books to Cities in Egypt. Read and follow the directions, working with a Shoulder Partner. If you have any questions, ask another pair of students first, then raise your hand if you still need help.



STUDENTS DO: Complete the table of distances with a **Shoulder Partner**.

Note to Teacher: You may wish to lead a discussion to extend this activity. Encourage students to explain the process for finding each distance and provide rationale for how they ordered the distances.

2.TEACHER SAY: You are getting so good at estimating and calculating distances. Now, let's check our weather report. The students who were chosen at our last lesson will lead today's weather report.


CHAPTER 1 THE NILE I KNOW

MY WEATHER REPORT

Fill in the blanks. Use the icons to report daily weather conditions.

We measure temperature with a ____________ and wind speed with an ____________.

WIND	Very windy	A little windy	No wind
SKY	Sunny	Partly cloudy	Cloudy

Day Number	Sky	Wind	Daytime Temperature	Nighttime Temperature
1			°C	°C
2			°C	°C
3			°C	°C
4			°C	°C
5			°C	°C
6			°C	°C
7			°C	°C

PRIMARY 2

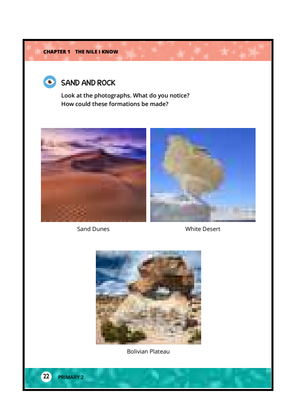
TEACHER DO: Guide students as needed to lead the discussion about the weather report. Fill in the large weather report chart with new values. Encourage students to use math skills to analyze the data as it is collected. For example, students could find the difference or relationship (<, =, >) between Day 3's daytime and nighttime temperatures or between Day 1, 2, and 3 temperatures. Students can also put the temperatures in ascending or descending order.



STUDENTS DO: Discuss weather and complete the day's data on the page, My Weather Report.

TEACHER SAY: Thank you for leading today's weather report.

TEACHER DO: Choose students to find tonight's nighttime temperature and the high for the day of the next lesson.


CHAPTER 1 THE NILE I KNOW

SAND AND ROCK

Look at the photographs. What do you notice? How could these formations be made?

Sand Dunes

White Desert

Bolivian Plateau

22 PRIMARY 2

3.TEACHER SAY: When we look outside to decide what to wear, we think about the weather first. So, the weather affects us every day. Think about the geography of our land. Does weather affect areas differently? How does weather affect the land around us? Think, then Turn and Talk with your table group.



STUDENTS DO: Discuss ideas.

TEACHER SAY: We have some pictures that will help us find answers. Turn to the page Sand and Rock. These are all natural formations. These changes were not made by humans. Let's use some Think Time first, then you can share your thoughts with your group. How do you think these formations were made?

TEACHER DO: Signal time for group discussion. Bring students back together after they have had time to discuss all the photographs.



TEACHER SAY: If I call on you, tell the class something one of your friends said. Be sure to use the photographs as evidence.



STUDENTS DO: Share ideas.

TEACHER DO: Once a few responses have been collected, explain that changes are made by wind.

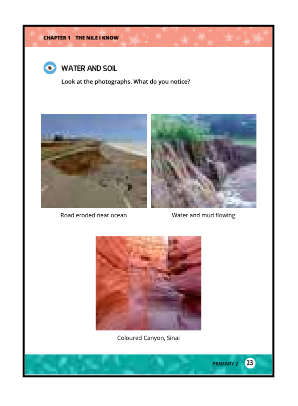
TEACHER SAY: These photographs are evidence of wind erosion. Fine pieces of sand, dirt, and dust are moved around by the wind. When they collide with other rocks, they can wear the rock away over time. Man-made things can also be broken down by sand, dirt, and dust in the wind. We learned in our earlier chapter that in order for a monument to survive well over time, we need to find materials that can last in all types of weather. Look at the photographs again and use your imagination. Talk to your team. What is wind erosion, and how did it shape the land of these pictures?



STUDENTS DO: Reexamine photos and define wind erosion in own words.

TEACHER DO: Listen to conversations to make certain students' understandings are correct. If needed, have students with good definitions share with the whole group.

TEACHER SAY: I heard some good explanations of wind erosion. Two of these three pictures are of places in Egypt. Do you think Nour and her family would like to visit these places? Would you?


CHAPTER 1 THE NILE I KNOW

WATER AND SOIL

Look at the photographs. What do you notice?

Road eroded near ocean

Water and mud flowing

Coloured Canyon, Sinai

PRIMARY 2 23



STUDENTS DO: Share ideas.

TEACHER DO: Show students where the white desert is and where the sand dunes might be on a previously provided map of Egypt. Note that in order to see these sights, the adventurers would have to head west from the Nile. (Or, ask students which direction adventurers would have to go to see if students remember the cardinal directions.)

4.TEACHER SAY: Let's look at some other pictures now. Turn to the page Water and Soil. These pictures are near water. Think about how these pictures are the same or different as those on the previous page.

TEACHER DO: Allow **Think Time**. Guide the discussion to discovering the change in land due to water erosion. Questions to ask include:

- What has happened to the earth around the water?
- What caused the change?
- How could water make this happen? (pictures 1 and 3)
- How do you think water erosion has affected our Nile River?

To extend the conversation, note that some water erosion happened so long ago that the water sources are no longer this close. A good example is the Coloured Canyon in Sinai.



STUDENTS DO: Think and share.

TEACHER SAY: These are good examples of how water erodes, or breaks down, the sand, rocks, and soil of Earth. It can also break down or harm objects made by humans.

Note to Teacher: Adjust the following discussions according to whether this will be a teacher demonstration or modeling for students to follow.

TEACHER SAY: It is amazing what nature can do. To help us understand erosion, let's do some experiments of our own so we can see what happens for ourselves. You are already in groups. This time, when we work together, each person will have a specific job to do. To begin, two from each group will be supply managers. Please decide as a team who will be supply managers.



STUDENTS DO: Assign role of supply manager to two group members.

Note to Teacher: Make certain supplies are ready. Show students which supplies they will pick up since the experiments are slightly different. (Some groups will pick up cups to pour water, and some will pick up spray bottles.) Alter directions for team assignments as needed for the number of students in each group.

TEACHER SAY: Another person on your team will be the team leader. This student makes certain the directions are followed. Choose a team leader now. Supply managers, please come pick up your supplies.



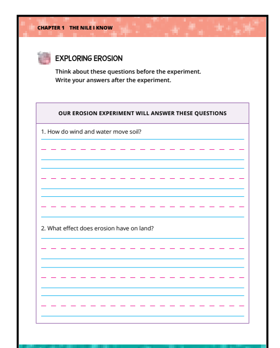
STUDENTS DO: Choose team leader and collect supplies.

TEACHER SAY: Great teamwork so far. We still have other jobs for our teams. Each team needs a discussion leader who will help facilitate conversations. You also need a notetaker to make sure observations are recorded in the student book. Please choose the discussion leader and notetaker now.





STUDENTS DO: Choose roles so that everyone in the group has a job.



CHAPTER 1 THE NILE I KNOW

EXPLORING EROSION

Think about these questions before the experiment.
Write your answers after the experiment.

OUR EROSION EXPERIMENT WILL ANSWER THESE QUESTIONS

1. How do wind and water move soil?

2. What effect does erosion have on land?

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5. TEACHER SAY: Now that your jobs have been selected, let's turn to the next page in your student book, Exploring Erosion. Once you find the page, read the directions silently and use Think Time to consider the questions. Do not write anything yet, just think.



STUDENTS DO: Read directions and consider the questions.

TEACHER SAY: We will conduct an experiment to see the effects of erosion for ourselves. What are the two questions we hope to answer with our experiment?

TEACHER DO: Use **Calling Sticks** to choose two students to read the questions.

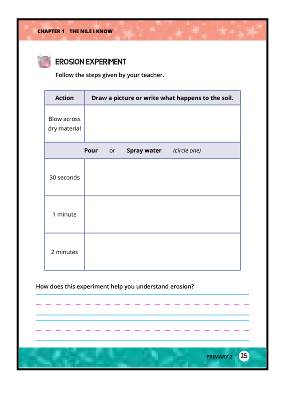


STUDENTS DO: Read two questions for the class.

TEACHER DO: Write the questions on the board for reference throughout the experiment.

TEACHER SAY: Very good, thank you for reading the questions aloud for us. Finding the answers to these questions is the goal of our experiment. Please think about these questions as we do the experiment. If you have a question that you cannot answer as a group while we work, every member of team should raise their hands and I will come help you. Does anyone have any questions before we begin?

TEACHER DO: Answer any questions that arise.



CHAPTER 1 THE NILE I KNOW

EROSION EXPERIMENT

Follow the steps given by your teacher.

Action	Draw a picture or write what happens to the soil.
Blow across dry material	
Pour or **Spray water** *(circle one)*	
30 seconds	
1 minute	
2 minutes	

How does this experiment help you understand erosion?

PRIMARY 2 25

6. **TEACHER SAY: For us to be able to conduct a successful experiment, we all need to work together and follow directions. I will Model each step. Remember that as scientists, we follow a precise procedure to make certain our results are reliable. Please turn in your student books to Erosion Experiment. Remember, each person in your group has a job, but each of you is responsible for writing your own observations.**

 **STUDENTS DO:** Prepare for experiment.

TEACHER DO: Give clarification, help students prepare materials, and review expectations of behavior as needed.

TEACHER SAY: The instrument we will build for our experiment is called a stream table.

TEACHER DO: Write "stream table" on the board.

TEACHER SAY: First, count off in your group, 1, 2, 3, and so on, so that every student in the group has a number. You will take turns, starting with number 1, setting up and doing the experiment.

 **STUDENTS DO:** Count off and make certain group members are ready.

TEACHER DO: Either create your own model to demonstrate or use one group's stream table as a model. Demonstrate, step by step, setting up the stream table. Cue students to follow each step after you complete it. Begin the set up by demonstrating wind erosion.

- Lay newspaper on the table and on the floor. Place a catch basin on the floor to collect any water that might flow from the stream table. Place dry soil or sand at end of the pan away from hole.
- **Model** blowing across the sand or soil gently using a straw. Explain the importance of being gentle so soil or sand does not hit someone else's face.
- Stop to have students discuss in groups what happens, and then hold a brief discussion with the whole class. Have students record their observations in their student books.
- Spread and pat down the soil so it fills about one-third to one-half of the tray. The soil should be about 2 cm thick. Elevate the end of the pan with the soil about 2 cm using books or blocks of wood.
- Assign either a sprayer filled with water or a cup of water to each group. Explain to students that the class is doing two separate experiments. Have students circle above the row labeled "30 seconds" whether their group's experiment is with poured water or spray. Have students infer what spray represents (rain) and poured (water in one place).
- Direct students to pour the water slowly in one place for 30 seconds. Those spraying will spray repeatedly to simulate rainfall for 30 seconds. Time the whole class together, then have students look at (without touching) their results.
- Students talk among their groups and then record what they see. It may be easier for students to draw a picture of results in the second column rather than writing in words. Remind students not to touch the soil.
- After students record, repeat the process for the other two time lengths.
- Once students have completed three rotations and recorded results, do a **Gallery Walk** to see each other's results.

 **STUDENTS DO:** Complete observations, working in groups.

TEACHER SAY: I saw some interesting results in your experiments. I wonder, why are the results different?

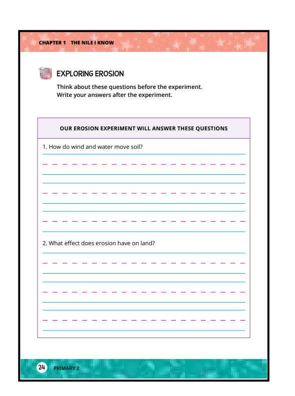
TEACHER DO: Bring students together at one of the stream tables that best shows erosion. Point to the erosion—where the sand started and where it is now. Talk about the source of water and how this might look on land.

Note to Teacher: Students may expect that everyone will have exactly the same result. Talk about how everyone set up the table slightly differently, the water was poured at different rates, and so on. Just as in nature, these experiments will not always have the same result. Instead, students should be able to identify marks of erosion where the water pushed away soil into different areas on the tray.

TEACHER SAY: I think you have a good idea of erosion now. Let's clean up our area, and then we will answer the two questions we read earlier.

TEACHER DO: Give students specific directions for clean up as needed.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.



CHAPTER 1 THE NILE I KNOW

EXPLORING EROSION

Think about these questions before the experiment.
Write your answers after the experiment.

OUR EROSION EXPERIMENT WILL ANSWER THESE QUESTIONS

1. How do wind and water move soil?

2. What effect does erosion have on land?

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TEACHER SAY: You have had some good discussions today about erosion. Turn back to the page Exploring Erosion. Think about what you observed today and write answers to the two questions.

 **STUDENTS DO:** Reflect on the experiment and answer big picture questions.

TEACHER DO: If any time remains in the class, have students share their answers with **Shoulder Partner**s and discuss their understanding.

Lesson 6 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Define and give an example of erosion. • **Brainstorm** as a team. • Plan a schedule for a tourist to visit their city.	• Tour • Tourist	• Student book • Pencil • Crayons • Chart paper or board • Markers

PREPARATION

In today's lesson, students will talk about their own city and why it is important. Consider inviting a community member or parent in to talk about your city (or area) and its history.

LIFE SKILLS

Learn to Be

Accountability:
- Provide effective feedback.

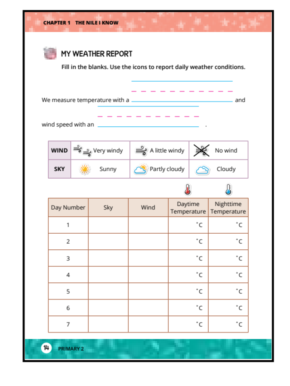


Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: **Before we begin today's lesson, let's check our weather report. The students who were chosen at our last lesson will lead today's weather report.**



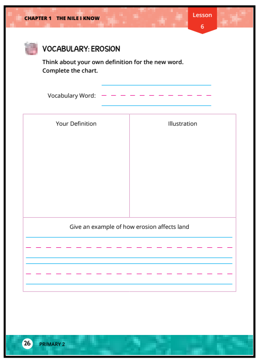
TEACHER DO: Guide students as needed to lead the discussion about the weather report. Record new data in My Weather Report. Extend the conversation to include practicing math skills such as finding differences, ordering numbers, and expressing the relationships between numbers using >, =, < symbols.



STUDENTS DO: Discuss weather and complete the day's data in the weather chart.

TEACHER SAY: **Thank you for leading today's weather report.**

TEACHER DO: Choose students to find tonight's nighttime temperature and the high for the day of the next lesson.



2.TEACHER SAY: **In our last lesson, we learned about how weather affects our land, especially through erosion. Let's take a few minutes to record what we learned about erosion, so we can remember our new word. Turn to the next page in your student book, Vocabulary: Erosion. This page should look familiar. Work on your own to read the directions and complete the page.**

TEACHER DO: Allow time for students to complete the page. This can be used as a formative assessment. Support students as appropriate. You may wish to review the page as a class before moving on to the next step.

3.TEACHER SAY: **We talked earlier about our Share project for this chapter. Our chapter is titled, "The Nile I Know." We are going to make a short commercial for the radio about cities to visit along the Nile. To do this, we need to learn about some cities in Egypt. As we research a city on the Nile, we will also learn about our own city. How do you think learning about reading maps, weather, and even erosion will help us with our Share project?**

STUDENTS DO: Connect past learning to project goals.

TEACHER SAY: Let's start with our own city today. We have much to be proud of in our city. What do you like most about our city (or area)?

TEACHER DO: Begin a discussion about what students like about their city. Students may focus on a specific place such as a park or the school, or they may focus on the people.

STUDENTS DO: Share ideas.

TEACHER SAY: You sound very proud of our city. That makes me very proud too. Let's work together today to think about what we would like a tourist, or visitor, to know about our city.

Note to Teacher: If a community member is available, introduce them to the students at this point. Talk about special places and what to do at each of those places.

TEACHER DO: Post six to eight pieces of chart paper around the room. Have markers available for students to write responses on each.

TEACHER SAY: Who remembers the name of the profession that helps people when they travel?

 **STUDENTS DO:** Share ideas (tourism).

4.TEACHER SAY: Yes, those who work with tourism or as tour guides must know about interesting places in an area. Let's see if we can list some interesting places in our city. Think about places you like to go with your family or places you like to take visitors. Take a couple moments of Think Time first.

 **STUDENTS DO:** Use **Think Time** to consider interesting local places.

TEACHER SAY: I have put chart paper around the room, so we can work together to share ideas about our city. I need you to help me decide what we will write on each poster. For example, on the first poster, let's write the word "park." (Use an example from the students' ideas if possible.) Raise your hand if you have a favorite park or a favorite thing to do at the park?

 **STUDENTS DO:** Raise hands to share ideas.

TEACHER DO: Choose two or three students to write their responses on the poster. When finished, decide what interesting places the other posters will represent. Examples include: restaurants, monuments, museums, or recreational facilities. Record each on a separate piece of chart paper so students can list what is important to see at that site.

TEACHER SAY: Now you will all get a chance to read others' ideas and add your own ideas to the charts. We will go in groups to the charts and take turns reading what is there and writing responses. If your idea is already on the chart, do not write it again. Instead, add a check after it as your favorite thing to do.

TEACHER DO: Give students directions about how to move between posters. Remind students about voice levels and behavioral expectations. Decide on a time limit for each chart. Once all students have visited each chart, signal students to listen for the next direction. Students remain at the last chart.

 **STUDENTS DO:** Record and respond to ideas on charts.

5.TEACHER SAY: There are so many ideas on each chart. I want to make sure you get a chance to read all of them. We will go around one more time only reading the responses. When I call out "rotate," you will move forward to the next chart. Remember, you only have time to read. When you get to the last chart, go to your seats instead. You have already seen that chart.

 **STUDENTS DO:** Read charts and return to seats.

TEACHER SAY: We have many things we can do in our city. Did you see anything on the charts that you did not know about?

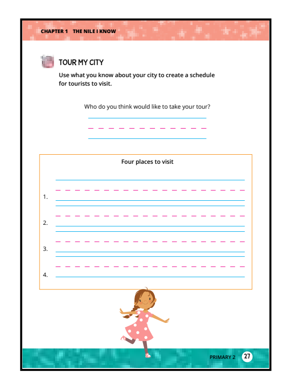
 **STUDENTS DO:** Share ideas.

TEACHER SAY: This was a good way for all of us to reflect together. Thumbs Up if you think it would be fun to be a tourist in our city.

 **STUDENTS DO:** Respond.

TEACHER SAY: Let's use this information to create a day tour of our city. What do I mean by a "tour?"

 **STUDENTS DO:** Share ideas.


CHAPTER 1 THE NILE I KNOW

TOUR MY CITY

Use what you know about your city to create a schedule for tourists to visit.

Who do you think would like to take your tour?

Four places to visit

1.

2.

3.

4.

PRIMARY 2 27

6.TEACHER SAY: As we design a daylong tour, we can make a schedule for a tourist to our city. Turn to the next page in the student book, Tour My City. Please read the directions silently.

TEACHER DO: While students are finding the page, copy the table provided onto the board.

TEACHER SAY: Earlier in the year, we made a schedule of our daily activities. This schedule will look similar, but it will be full of activities that a tourist can do in our town. Before we begin to choose places to visit, imagine the tourist or tourists you want to help. Is it a boy or girl your age? A family? A group of friends? Think for a moment and decide on an audience for your suggested tour. Then, record your ideas on the first blank line on the page.

 **STUDENTS DO:** Use **Think Time** to imagine a tourist or group of tourists, then record in the student book.

TEACHER SAY: Now that you know who is attending your tour, think back to our lists of places to visit. Choose four places you think this tourist or group would enjoy the most. Write your four choices in the first box on the page.

 **STUDENTS DO:** Record four locations for their tours.

TEACHER DO: Think Aloud how you would begin to plan the trip schedule. Talk about how much time is spent at each place, decide when and where the tourists should eat, and so on. Refer back to the idea charts periodically to **Model** using prior planning in designing your tour. Stop before finishing the entire schedule to encourage student creativity.

TEACHER SAY: This is how I would start my trip. Now you will be able to schedule your special day for a tourist. If you need to look at one of the charts we created earlier, you may walk up quietly. Remember, you are working alone. We will share our plans when we finish.

 **STUDENTS DO:** Design one-day local tours.

TEACHER DO: Walk around to help students. As students finish, encourage them to quietly share with another student nearby who is also finished, or ask them to assist students who are having trouble making decisions or recording ideas.

7.TEACHER SAY: I see some very good plans for a tourist. I know you would like to share. Let's Hands Up, Pair Up to share our schedules.

 **STUDENTS DO:** Find a partner, listen, and share ideas.

TEACHER DO: Repeat the process once or twice more, allowing time for both students to share.

TEACHER SAY: Please return to your seats. Put away your student books and be ready for our closing.

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.



TEACHER SAY: I enjoyed hearing about your plans. For closing today, let's share ideas you heard from other students about their schedules—places you think would be fun to visit. I will draw a name using Calling Sticks and then you can Popcorn for other ideas. Remember, you are sharing someone else's idea. Be sure to name the person whose idea you are sharing.



STUDENTS DO: Reflect on the day's work.

TEACHER SAY: Tonight when you go home, please try to share your tour ideas with your families. Ask your families what part of your tour they would be most excited about.

Lesson 7 Overview

LEARNING OUTCOMES
Students will: • Research cities of Egypt using technology. • Collaborate to determine important information. • Define tasks and complete specified goals. • Discuss key details in a story.

KEY VOCABULARY
• Al Fayyum • Alexandria • Aswan • Asyut • Giza

MATERIALS
• Student book • Pencil • Crayons • Chart paper or board • Markers

LIFE SKILLS
Learn to Live Together
Sharing: • Effective management and organization of tasks.

PREPARATION
Students will use computers to research in today's lesson. Decide how students will find information and how they will be grouped. Have weather data available or resources to find the weather for each city. In all, there should be six groups, each researching a different location. Choose a city familiar to most students that could be researched as one of the locations. Five locations are provided: Aswan, Asyut, Al Fayyum, Giza, Alexandria. If no technology is available at school, bring in paper copies of internet resources, brochures, magazines, or books that provide information about each city. Include information such as popular sites to visit and current weather conditions.



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: **Before we begin today's lesson, let's check our weather report. The students who were chosen at our last lesson will lead today's weather report.**

TEACHER DO: Guide students as needed to lead the discussion about the weather report. Record new data in My Weather Report. Extend the conversation to include practicing math skills such as finding differences, ordering numbers, and expressing the relationships between numbers using >, =, < symbols. As more data is collected, ask students if they notice any patterns in the temperatures recorded. Encourage students to describe using mathematical language and to connect the numerical values of the temperature to the way the weather feels and how the weather affects daily decisions such as clothing choices, activities, and so on.



STUDENTS DO: Discuss weather and complete the day's data in the weather chart.

TEACHER SAY: **Thank you for leading today's weather report.**

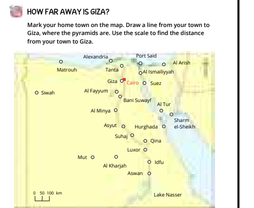
TEACHER DO: Choose students to find tonight's nighttime temperature and the high for the day of the next lesson.

TEACHER SAY: **Thumbs Up if you shared your tour schedule with your family. If you want to share your family's reaction keep your hand up.**



STUDENTS DO: Respond and share comments.

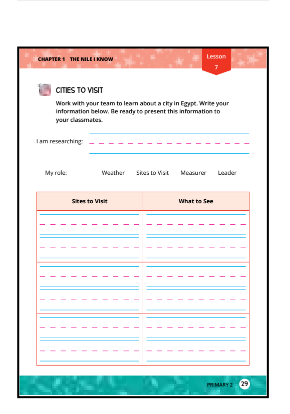
2. TEACHER SAY: We are proud of our city. I imagine people all around Egypt are proud of their cities as well. Today we will learn about other places to visit in Egypt. Then we will share what we learned with our classmates.



TEACHER DO: List on the board the names of the towns students will be researching. Aswan, Asyut, Al Fayyum, Giza, and Alexandria are marked on the students' map, How Far Away Is Giza? Allow students to help collectively choose two to three more towns to add to the list.

TEACHER SAY: Let's turn back to a previous page, How Far Away Is Giza? in the student book. Work with your Shoulder Partner to find the cities on the map that I have listed on the board.

Note to Teacher: For a math extension, have students estimate the distances between these cities using a scale-based ruler as in Lesson 4. Extend math practice even further by incorporating addition and subtraction to find distances between two or more cities. This activity requires critical thinking as students must decide whether to add or subtract based on which direction each city lies from the others.



TEACHER SAY: Now that we have an idea where these cities are in Egypt, let's research to find out what we will do in each city. Please turn forward to the page Cities to Visit and read the directions.

TEACHER DO: Determine groups for students and assign a city to each. Provide tips and instructions for how to conduct research based on the materials available. If using computers, remind students of proper use and safe sites to visit. If using books, pamphlets, or articles, students may need to share among the group. Give each group information about weather in their city unless it is available to them elsewhere.

Note to Teacher: The directions below suggest giving 30 minutes for research. If this is the first time your students are doing research with technology, you may need more time. If you are using print materials, you may need groups to share which could also increase the amount of time to complete the simple research. You may also need to model how to find information efficiently using either technology or printed materials. A modification might be to structure the required research into steps, allowing 5-10 minutes per requirement (things to do, distance from your home town, and so on). The goal is for students to begin to work together without teacher assistance to conduct simple research using collaboration and communication skills.



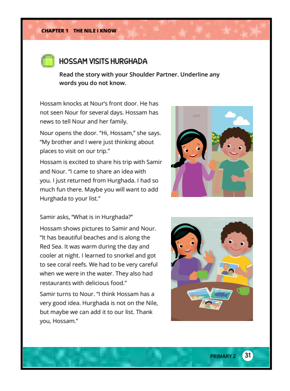
TEACHER SAY: You will have 30 minutes to do your research. Talk with your team. Divide tasks between the group. Who will find local sites to visit? Who will find the weather and carefully measure the distance from where we live to the city? Choose a leader to make sure everyone completes their task on time. The leader will also help find information. Take time now to determine jobs. Circle your job on the page.

STUDENTS DO: Work together as a team to decide roles.

TEACHER SAY: Very good. Be sure to help each other if you finish your own task. Work together as a team. If you have any questions, we will use the Ask 3 Before Me strategy. Who would like to remind the class about this strategy?

STUDENTS DO: Explain that they should ask three other students before asking the teacher.

TEACHER SAY: Each of you will be responsible for reporting to other students in the class, so your information needs to be complete. Be sure to work together.



TEACHER DO: Walk around the class, helping students with research as needed. Bring students back together after 30 minutes. Allow a short amount of time for all students to make sure they have the necessary information to share.

TEACHER SAY: Thank you for working so well together. In our next lesson we will share our information with other students. Right now, we have a story to read about Hossam and his friends. Let's turn to the next page in the student book, Hossam Visits Hurghada. When you find the page, read the directions and then work with your Shoulder Partner.



STUDENTS DO: Read the story with partners.

TEACHER SAY: Were there any words that you had difficulty reading?

TEACHER DO: Record any words on the board that students may not know. Show students how to sound out the words. Leave the words on the board for reference. If needed, reread the story aloud for the class as students follow along.

TEACHER SAY: Have any of you visited Hurghada? What can you tell us about it?

 **STUDENTS DO:** Share experiences.

TEACHER SAY: Let's talk about the story. I will write some questions on the board. Talk about the questions at your table. If you did not understand something in the story, talk about it with your group.

TEACHER DO: Write questions on the board for students to discuss, such as:

- What were Samir and Nour doing when Hossam came to visit?
- Did Hossam enjoy his trip? How do you know?
- Why do you think Hossam had to be careful when snorkeling?
- What do you still wonder about the story?
- Walk around and listen to discussions. Lead a whole group discussion of common questions among the group.

TEACHER SAY: I am proud that you are able to discuss the story on your own. Please thank your group.

3. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: I am so proud of how well you cooperated with each other today. Let's share how other students helped you today. I will use Calling Sticks to choose the first person, then we will Popcorn.

 **STUDENTS DO:** Share how others helped them learn.

TEACHER SAY: Thank you for demonstrating cooperation today. In our next lesson, you will share the work you did today.

Lesson 8 Overview

LEARNING OUTCOMES	MATERIALS	LIFE SKILLS
Students will: • Use proper intonation and emotion when reading a script orally. • Determine important elements to include in a commercial. • Collaborate to write a radio script.	• Student book • Pencil • Crayons • Chart paper or board • Markers	**Learn to Be** Accountability: • Produce effective feedback.



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: **Before we begin today's lesson, let's check our weather report. The students who were chosen during our last lesson will lead today's weather report.**

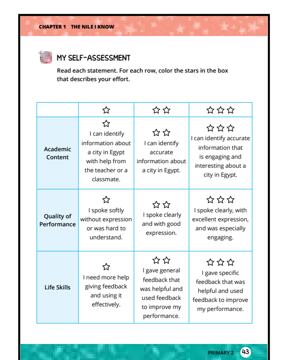
TEACHER DO: Guide students as needed to lead the discussion about the weather report. Record new data in My Weather Report. Extend the conversation to include practicing math skills such as finding differences, ordering numbers, and expressing the relationships between numbers using >, =, < symbols. As more data is collected, ask students if they notice any patterns in the temperatures recorded. Encourage students to describe using mathematical language and to connect the numerical values of the temperature to the way the weather feels and how the weather affects daily decisions such as clothing choices, activities, and so on.



STUDENTS DO: Discuss weather and complete the day's data in the weather chart.

TEACHER SAY: **Thank you for leading today's weather report.**

TEACHER DO: Choose students to find tonight's nighttime temperature and the high for the day of the next lesson.



CHAPTER 1 THE NILE I KNOW

MY SELF-ASSESSMENT

Read each statement. For each row, color the stars in the box that describes your effort.

	☆	☆☆	☆☆☆
Academic Content	I can identify information about a city in Egypt with help from the teacher or a classmate.	I can identify accurate information about a city in Egypt.	I can identify accurate information that is engaging and interesting about a city in Egypt.
Quality of Performance	I spoke softly without expression or was hard to understand.	I spoke clearly and with good expression.	I spoke clearly, with excellent expression, and was especially engaging.
Life Skills	I need more help giving feedback and using it effectively.	I gave general feedback that was helpful and used feedback to improve my performance.	I gave specific feedback that was helpful and used feedback to improve my performance.

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2.TEACHER SAY: **Let's begin today by looking at the rubric we will use for our Share project. Please turn to the page My Self Assessment in your student book.**

TEACHER DO: Go over the rubric in detail with students. Answer any questions and clarify the expectations for students.

TEACHER SAY: **Now that we know our goals, you will work with your team to create a radio commercial to advertise the city you researched yesterday. Your goal is to convince the rest of us that your city is one we should visit.**

TEACHER DO: Organize students into their original research groups.

3.TEACHER SAY: **Let's think about the commercials you made earlier in the year. What does a commercial need to interest the listener?**



STUDENTS DO: **Brainstorm** ideas.

TEACHER DO: Continue the discussion about commercials, asking questions such as:

- What is the first thing you hear in a commercial?

- What is the last thing you often hear in a commercial?
- What types of words are used to help you "see" the product being advertised?
- Why do you keep listening to a commercial?

4.TEACHER SAY: Let's open our student books to the page A Radio Commercial by Friends. This is a sample script for a commercial, just like the ones you will be creating for your Share project. Be ready to follow along as I read the story aloud.

TEACHER DO: Read the story aloud from the student book without any expression, using a monotone voice.

 **STUDENTS DO:** Follow along as the teacher reads.

TEACHER SAY: Did you like the story about our friends? Why or why not?

 **STUDENTS DO:** Share ideas.

TEACHER DO: Guide discussion toward the fact that the story was not read with emotion. Ask students to give examples of how the story could be read using a different tone of voice to show emotion and expression. Depending on student literacy levels, have students read one sentence each aloud, using appropriate expression. If students struggle to read the script, choose a few specific sentences to read aloud with three to four different voice expressions, and ask students to identify the most appropriate version.

TEACHER SAY: When you listen to a commercial on the radio, the speakers have to be expressive, or we might decide not to listen. Let's practice in groups of three reading this script. Remember, you will not read the name of the person talking or what they are doing. Only read what is being said. Each person in your group should take one of the roles. Practice for a few minutes, then you will read to other groups. Remember, you are working to show emotion when reading aloud. After each person reads, give them feedback and be sure to help each other.



 **STUDENTS DO:** Practice reading the script, providing feedback to group members.

TEACHER DO: Walk around, coaching and encouraging students as needed. Make certain students are only reading the spoken parts of the script. Once everyone has had a chance to practice at least three or four times, match up three or four groups to work together on the next experience.

5.TEACHER SAY: That was fun. You read that so much better than I did. I will put groups together now. Each group reads once to the other groups. After each group reads, share two good parts of the group's reading. Then offer one way to improve.

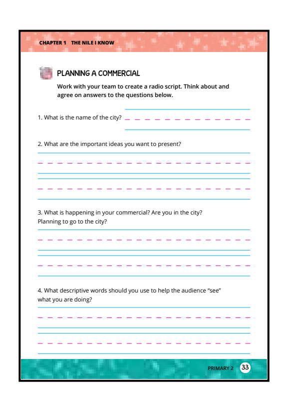
 **STUDENTS DO:** Listen and give feedback to other groups.

TEACHER SAY: Now that you have read the script with enthusiasm, let's think about the content. How did Hossam, Nour, and Samir inform you about Hurghada?

 **STUDENTS DO:** Explain what was in the commercial.

TEACHER DO: Extend questioning as needed with questions such as:
- What specific places did they talk about?
- How did they help you visualize or see what they were doing?
- What descriptive words did they use?
- How did they use humor?
- How did the commercial keep you listening?

 **STUDENTS DO:** Discuss engaging parts of the script.


CHAPTER 1 THE NILE I KNOW

PLANNING A COMMERCIAL

Work with your team to create a radio script. Think about and agree on answers to the questions below.

1. What is the name of the city?

2. What are the important ideas you want to present?

3. What is happening in your commercial? Are you in the city? Planning to go to the city?

4. What descriptive words should you use to help the audience "see" what you are doing?

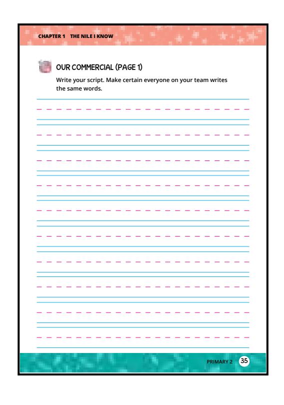
PRIMARY 2 33

6.TEACHER SAY: Script writers and readers work hard to get the listener interested. Now it is your turn. You will work with your team to write a script for the city you researched. Your goal is to make us want to visit your city. Let's turn to the next page in the student book, Planning a Commercial. Thumbs Up when you are ready.

TEACHER DO: Read through each question on the page to ensure that students understand what each is asking. If needed, break the research groups into smaller groups to work on a commercial script to present.

TEACHER SAY: It is time to begin working. Begin by working together to answer the questions on the page. Then decide how you will write your script. Lastly, work together so everyone's ideas are heard.

TEACHER DO: Walk around the classroom, making certain students are sharing ideas. Encourage, prompt, and guide as necessary.



7.TEACHER SAY: Now that you have shared your ideas and know the content and context of your commercial, you can start writing your script. Turn to the next page in your student book, Our Commercial. You have two pages to write the script. Everyone should record the entire script in their own book, not just what you will say. Why do you think we should write the whole script?

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Good thinking. How do you think writing a script helps us to be better writers?

 **STUDENTS DO:** Share ideas.

TEACHER SAY: It is good to know why you learn things in class. You know that you are becoming better writers and speakers as you write and perform your scripts. Let's get started. Be sure you work together and help each other. If you have any questions, Ask 3 Before Me.

 **STUDENTS DO:** Work cooperatively to begin scripts.

TEACHER DO: Walk around and encourage students, reminding them that emotion should be used when reading. Bring students back together for closing.

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: Let's share what you learned today. Talk with your Shoulder Partner to answer the question: What did you do today to become a better reader and a better writer?

 **STUDENTS DO:** Share learning with partners.

TEACHER SAY: Thank you everyone. I am excited to hear your radio commercials during our next lesson.

Lesson 9 Overview

LEARNING OUTCOMES

Students will:
- Speak clearly and with emotion while presenting a radio commercial.
- Give appropriate feedback to other students.
- Survey students to collect data.

PREPARATION

Prepare seven pieces of paper to place around the room, each with the name of one of the cities students have researched. This paper will be used for students to vote on cities to visit.

MATERIALS

- Student book
- Pencil
- Crayons
- Chart paper or board
- Markers

LIFE SKILLS

Learn to Be

Communication:
- Self-expression.
- Reading, writing, non-verbal communication skills.

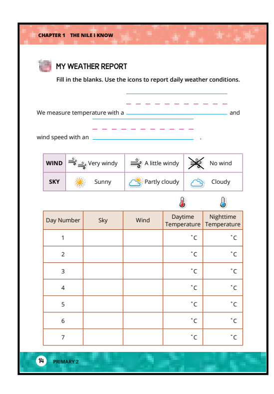


Share (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: **Before we begin today's lesson, let's check our weather report. The students who were chosen during our last lesson will lead today's weather report.**



CHAPTER 1 THE NILE I KNOW

MY WEATHER REPORT

Fill in the blanks. Use the icons to report daily weather conditions.

We measure temperature with a ________________ and wind speed with an ________________.

WIND	Very windy	A little windy	No wind
SKY	Sunny	Partly cloudy	Cloudy

Day Number	Sky	Wind	Daytime Temperature	Nighttime Temperature
1			°C	°C
2			°C	°C
3			°C	°C
4			°C	°C
5			°C	°C
6			°C	°C
7			°C	°C

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TEACHER DO: Guide students as needed to lead the discussion about the weather report. Record new data in My Weather Report. Extend the conversation to include practicing math skills such as finding differences, ordering numbers, and expressing the relationships between numbers using >, =, < symbols. As more data is collected, ask students if they notice any patterns in the temperatures recorded. Encourage students to describe using mathematical language and to connect the numerical values of the temperature to the way the weather feels and how the weather affects daily decisions such as clothing choices, activities, and so on.

 STUDENTS DO: Discuss weather and complete the day's data in the weather chart.

TEACHER SAY: **Thank you for leading today's weather report.**

TEACHER DO: Choose students to find tonight's nighttime temperature and the high for the day of the next lesson.

2.TEACHER SAY: **Today we will be radio announcers. Your job as a radio announcer is to convince us to visit your city as we travel along the Nile. Let's begin today by sharing our ideas, then we will practice. What are you using to make sure your commercial convinces us to visit your city?**

 STUDENTS DO: Share ideas.

TEACHER SAY: **It sounds as though you all have set your goals and know what to do. Take the next 20 minutes to practice and then we will begin our commercials.**

Note to Teacher: Adjust the announced time according to your class's needs. Announcing the amount of time provided for various tasks will help students begin to understand time frames and expectations.

TEACHER DO: Encourage students as you walk around the classroom. Remind student groups that because the commercial is on the radio, they can only use descriptive words and emotion to convey the message. At the end of the assigned time, bring students back together.

TEACHER SAY: Remember that our goal is to choose cities to visit. Even though I know all our commercials will make us want to visit every city, we will take a survey at the end to choose five cities to visit and learn about. We need to remember what our friends tell us about each city. Turn to the next page in your student book, Trip Planning Journal. We will use this page to record what we learn about the cities. Please review the page with your Shoulder Partner.



STUDENTS DO: Review the page.

TEACHER SAY: We will stop after each city has been presented. You will quietly write what you learned about the city. If you have any questions, you can ask them after everyone has had quiet time. Are there questions now?

TEACHER DO: Have students present by groups. If there are two groups presenting for one city, make sure they present one after the other. After each presentation, ask students to give feedback about the presentation—two good things they noticed and one way to improve. Remind students to be courteous and respectful when giving feedback. After each group has presented, allow Think Time for students to write in the student book and time for any questions. After the presentations, bring students back together.





STUDENTS DO: Present commercials. Record information as other groups present.

TEACHER SAY: Congratulations. I think we have some future radio announcers in our room. Now we have to vote on which cities we will visit on our trip. Remember that even though we cannot visit all cities, all of the cities would be interesting to visit. Think about three cities you would like to visit. Look over what you wrote. Which three will you choose? Use Think Time to decide.

TEACHER DO: Place papers prepared before class around the room for students to record which cities they choose. Explain the process students will use to vote for their three favorites. For example, demonstrate making a hash mark as a vote. Guide students to walk around in original groups, beginning at their own city. Students may vote for their own city, but remind them each person gets three total votes. Tell students they will move when prompted by you. Talk about making their own choices and voting only three times. Begin the voting process and bring students back together when finished.

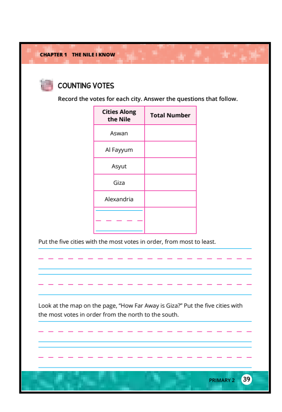


STUDENTS DO: Follow directions to walk in groups to vote.

TEACHER SAY: Sometimes it is hard to make decisions. Thank you for being respectful of others' ideas. Now it is time to count votes. Each team will count the votes your city received. Every person on your team should count. Think about how to group the hash marks so you do not make mistakes. Record your answer on the bottom of the page.



STUDENTS DO: Talk about strategies to count hash marks and record.



CHAPTER 1 THE NILE I KNOW

COUNTING VOTES

Record the votes for each city. Answer the questions that follow.

Cities Along the Nile	Total Number
Aswan	
Al Fayyum	
Asyut	
Giza	
Alexandria	

Put the five cities with the most votes in order, from most to least.

Look at the map on the page, "How Far Away is Giza?" Put the five cities with the most votes in order from the north to the south.

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3.TEACHER SAY: Now let's go back to the student book so we can record all of the cities. We will use this to choose the five cities we will learn about in our next chapter. Turn to the page Counting Votes. Read the page with your Shoulder Partner. Check with friends in your group if you have any questions.



STUDENTS DO: Check for understanding.

TEACHER SAY: I will call on each group and write the number of votes for each city on the board. You will write the votes in your student book. When all votes are recorded, work with your Shoulder Partner to finish the page.



STUDENTS DO: Complete page with partners.

TEACHER DO: Walk around and guide as needed. When finished, bring students back together for closing. You may want to review the answers to the questions at the bottom of the page as a whole class to ensure understanding. Encourage students to explain their thinking as they share solutions.

4. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: I appreciate how respectful everyone was to each other today. What will you share with your family about your performance as a radio announcer? Talk with your Shoulder Partner.

 **STUDENTS DO:** Reflect together about the day.

Lesson 10 Overview

LEARNING OUTCOMES

Students will:

- Graph weather data and compare information.
- Reflect on learning over time.

MATERIALS

- Student book
- Pencil
- Crayons
- Chart paper or board
- Markers

LIFE SKILLS

Learn to Be

Accountability:

- Produce effective feedback.

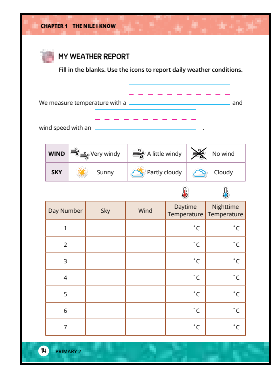


Share (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: **Before we begin today's lesson, let's check our weather report. The students who were chosen during our last lesson will lead today's weather report.**



CHAPTER 1 THE NILE I KNOW

MY WEATHER REPORT

Fill in the blanks. Use the icons to report daily weather conditions.

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7			°C	°C

PRIMARY 2

TEACHER DO: Guide students as needed to lead the discussion about the weather report. Record new data in My Weather Report. Extend the conversation to include practicing math skills such as finding differences, ordering numbers, and expressing the relationships between numbers using >, =, < symbols. As more data is collected, ask students if they notice any patterns in the temperatures recorded. Encourage students to describe using mathematical language and to connect the numerical values of the temperature to the way the weather feels and how the weather affects daily decisions such as clothing choices, activities, and so on.



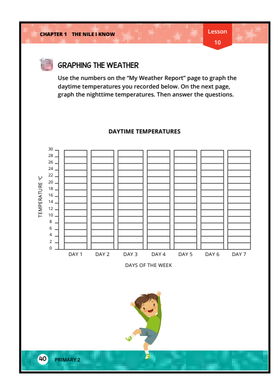
STUDENTS DO: Discuss weather and complete the day's data in the weather chart.

TEACHER SAY: **Thank you for leading today's weather report. You have collected seven days of weather data. This is the last of our scheduled weather reports. Why are weather reports important?**



STUDENTS DO: Use experiences and new understandings to respond.

Note to Teacher: Each day, students have collected, reported, recorded and analyzed the weather data. You have encouraged students to look for patterns and connect the numerical data to real life choices about clothing, activities and so on. The task outlined below, graphing the data and determining a pattern to predict the weather, expands on these actions and allows students to further practice critical thinking. This is an important computational thinking skill that will help students recognize and define computational problems, and in later years, create computational artifacts.



CHAPTER 1 THE NILE I KNOW

Lesson 10

GRAPHING THE WEATHER

Use the numbers on the "My Weather Report" page to graph the daytime temperatures you recorded below. On the next page, graph the nighttime temperatures. Then answer the questions.

DAYTIME TEMPERATURES

TEMPERATURE °C

DAY 1 DAY 2 DAY 3 DAY 4 DAY 5 DAY 6 DAY 7

DAYS OF THE WEEK

PRIMARY 2

2.TEACHER SAY: **We have a good chart of temperatures and weather conditions we can look at. But graphs are other visual aids that help us see similarities and differences between days and patterns over time. Looking at a picture can be easier for us than looking only at numbers. Make sure you have a pencil and crayons out to use. Next, turn to the page Graphing the Weather. Read the directions to yourself and then we will work together.**

TEACHER DO: While students are finding the page, post or write the collected data on the board for students to reference. Tell students that this is the same information that they collected. Guide students as much as is needed to transfer the information to the graph. Allow students to work together, peer checking their written work. When complete, ask students: If we were to continue our weather chart, how do you predict it would look over the next seven days?

 **STUDENTS DO:** Compare and check each other's work closely for errors.

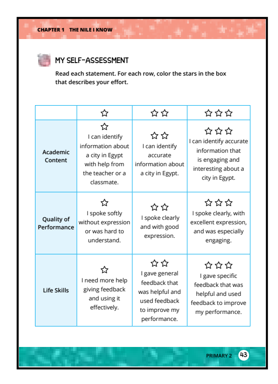
TEACHER SAY: Thank you for reviewing the weather data with us. We learned so much about the weather, but we also learned so many other things during this chapter, "The Nile I Know." Let's take some time to review this chapter in your student books. Think about what you have learned and maybe even what surprised you. Work with your table group to discuss your learning. I will expect to see student books open, students listening, and you sharing your thoughts.

TEACHER DO: Walk around the groups, listening to make certain there are no misconceptions. If there are, return to that area of the student book and discuss with the whole group.

 **STUDENTS DO:** Reflect on learning.

3. TEACHER SAY: It makes me happy when I hear all the things you have learned. You have had time to think about your learning. Now let's take time to summarize these things. Turn to the page What I Learned. Since this is about your own learning, everyone should work individually. We will be quiet, so everyone has Think Time.

 **STUDENTS DO:** Write responses in complete sentences.



CHAPTER 1 THE NILE I KNOW

MY SELF-ASSESSMENT

Read each statement. For each row, color the stars in the box that describes your effort.

	☆	☆☆	☆☆☆
Academic Content	☆ I can identify information about a city in Egypt with help from the teacher or a classmate.	☆☆ I can identify accurate information about a city in Egypt.	☆☆☆ I can identify accurate information that is engaging and interesting about a city in Egypt.
Quality of Performance	☆ I spoke softly without expression or was hard to understand.	☆☆ I spoke clearly and with good expression.	☆☆☆ I spoke clearly, with excellent expression, and was especially engaging.
Life Skills	☆ I need more help giving feedback and using it effectively.	☆☆ I gave general feedback that was helpful and used feedback to improve my performance.	☆☆☆ I gave specific feedback that was helpful and used feedback to improve my performance.

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TEACHER DO: As students finish writing about their learning, direct them back to the page, My Self Assessment. Depending upon your class, either guide students through completing the rubric step by step or ask them to complete it on their own.

4. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: In our next chapter, we will continue to learn about the people of Egypt. As we end today's lesson, please turn to your table group and explain ways they have helped you in class.

TEACHER DO: Model by choosing a student or group of students. Provide feedback on their learning or efforts in class.



 **STUDENTS DO:** Share gratitude and feedback on how groups worked together and helped each other.

Rubric Assessment (for teacher use)

	Approaching Expectation (1)	Meeting Expectation (2)	Exceeding Expectation (3)
Academic Content	Contributes dialogue to a radio script that includes accurate information about a city only with support from peers or the teacher. *Drama B.2.* *Writing D.3.a.*	Independently contributes dialogue to a radio script that includes accurate information about a city. *Drama B.2.* *Writing D.3.a.*	Contributes dialogue to a radio script that includes accurate information about a city and presents it in a unique, engaging way. *Drama B.2.* *Writing D.3.a.*
	Gathers facts about a city in Egypt only with support from peers or the teacher. *Social Studies B.1.f*	Gathers accurate facts independently about a city in Egypt. *Social Studies B.1.f*	Gathers accurate, detailed, and interesting facts independently about a city in Egypt. *Social Studies B.1.f*
	Utilizes technology to gather information about a specific topic with support. *ICT C.1.c. (if applicable)*	Utilizes technology independently to gather accurate information about a specific topic. *ICT C.1.c. (if applicable)*	Utilizes technology independently to gather accurate information about a specific topic and assists others in using technology. *ICT C.1.c. (if applicable)*
	Identifies weather patterns for a given city only with support from peers or the teacher. *Science B.1.c.*	Identifies and summarizes weather patterns independently and correctly for a given city. *Science B.1.c.*	Identifies and summarizes weather patterns correctly for a given city and is able to compare weather in multiple cities. *Science B.1.c.*
Quality of Performance	Speaks to the audience but may be difficult to hear and/or does not use expression appropriate to the task.	Speaks to the audience with a clear voice and expression appropriate to the task.	Speaks to the audience with a clear voice and exceptional expression appropriate to the task.
	Records weather data collected by the class with support from peers or the teacher.	Accurately records and analyzes weather data collected by the class.	Accurately records and analyzes weather data collected by the class and leads class discussions about weather patterns.
Life Skills	Gives feedback that is general.	Gives feedback that is specific and relevant to the work.	Gives thoughtful feedback that is specific and relevant to the work and may offer a unique perspective.
	Works with classmates to create their part of a script but does not contribute ideas.	Works with classmates, contributing ideas to create a script.	Works with classmates, contributing ideas to create a script and taking on a leadership role.

PRIMARY 2

Multidisciplinary

HOW THE WORLD WORKS

Chapter 2: Cities and People of the Nile

Chapter Overview

Cities and People of the Nile

COMPONENT	DESCRIPTION	LESSONS
Discover	Students learn about the Share project, which is to make a picture book about cities and people along the Nile. Students share current knowledge about similarities and differences among cities and people. Students explore ways to determine distances between cities.	2
Learn	Students investigate transportation within and between cities, determining ways to travel between cities. The economy of Egypt is explored and examples are developed. A graphic organizer is used as students research in expert groups and share learning within working groups.	5
Share	Students work with a partner to create a picture book of cities along the Nile. Students reflect on the work of peers and self-assess.	3

Connection to Issues



Non-Discrimination: We are all alike, and yet we have differences. We can appreciate and talk about how we are the same and different. We can work together and be cooperative and collaborative.

Citizenship: We belong. We are part of a family. We all have needs and we all have responsibilities.

Life Skills Addressed



DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Define relationships between different objects. **Creativity:** • Organize parts to form a new or unique whole.
Learn to Work	**Collaboration:** • Respect for other opinions. **Productivity:** • Setting clear goals.
Learn to Live Together	**Sharing:** • Effective management and organization of tasks.
Learn to Be	**Self-Management:** • Segment goals into specific steps. **Accountability:** • Provide effective feedback. **Communication:** • Good listening. • Self-expression. • Reading, writing, non-verbal communication skills.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

D. Reading Skills: Fluency

1.a. Read texts at grade-appropriate difficulty with a level of accuracy and fluency to support understanding.
1.b. Read a variety of texts, recognizing and understanding the purpose of the text.

E. Reading Comprehension: Literature

1.a. Ask and answer questions (who, what, where, when, why, and how) about key details in a text.
5.a. Acknowledge and distinguish differences in points of view of a story's main characters.
7.a. Read and comprehend literature, including stories and poetry, at appropriate difficulty level for Primary 2.

F. Reading Comprehension: Informational Text

1.a. Follow written instructions.
2.a. Identify the main purpose of a text (paragraph and multi-paragraph), including what the author wants to answer, explain, or describe.
5.b. Distinguish how specific images (such as diagrams or graphs) provide information.
8.a. Read and comprehend informational text at appropriate difficulty level for Primary 2.

G. Language: Vocabulary Acquisition and Use

1.g. Demonstrate command of the conventions of grammar and usage when writing or speaking.

WRITING:

A. Foundational Skills

1.a. Write complete sentences.

C. Informational and Opinion

1.a. Write short, explanatory texts introducing a topic and using facts to develop details.

D. Process, Production, and Research

1.a. Use graphic organizers to plan writing.
1.b. Utilize questions and suggestions from peers to strengthen writing.
1.c. With guidance and support, review and revise personal writing to strengthen it.
2.b. Participate in collaborative research.
3.a. Research a specific topic or question using a variety of resources with guidance and support from adults and peers.

SPEAKING AND LISTENING:

A. Foundational Skills

1.a. Participate in collaborative conversations with peers and adults about various topics and texts.
1.b. Follow agreed-upon rules for discussion.
2.b. Recount key ideas or details from a text read aloud or information conveyed orally.
4.a. Use intonation, facial expressions, and body language to express feelings and thoughts appropriate to the situation.

MATH:

B. Operations and Algebraic Thinking

1.c. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.

C. Numbers and Operations in Base Ten

1.a. Understand that the three digits of a three-digit number represent values of hundreds, tens, and ones.
1.j. Use the symbols >, =, and < to express comparisons.
2.a. Apply a variety of problem-solving strategies based on concrete models or drawings, place value concepts, properties of operations, and/or the relationship between addition and subtraction and relate the strategy to a written method.
2.d. Add and subtract 1-, 2- and 3-digit numbers from 3-digit numbers using a variety of strategies including regrouping.
2.g. Explain why addition and subtraction strategies work, using place value and the properties of operations.

SOCIAL STUDIES:

A. Citizenship

1.d. Describe ways that people show belonging to the homeland or a culture.

B. Environment, Society, and Culture

1.g. Describe economic and cultural similarities and differences between the populations of different Egyptian regions.

D. Human Systems

2.a. Identify the main economic activities in different Egyptian regions.
2.c. Identify examples of specialized workers who provide services in the community.

VISUAL ART:

A. Producing Visual Art

2.a. Use various drawing and coloring tools to create art.
3.f. Produce a work of art to represent the culture, clothing, customs, language, professions, or traditions unique to the local community/region.

MUSIC:

A. Developing Musical Sense or Expression

2. Distinguish between different rhythms.

B. Music Theory (Solfège)

2. Distinguish the time relationships between different rhythms.
3. Identify the symbols that express the time relationship in rhythms.

C. Playing Instruments

1. Play simple instruments in a group.
2. Identify and distinguish between different instruments.

3. Work together to create music that incorporates different notes and rhythms using various instruments.

ECONOMICS AND APPLIED SCIENCES:

A. Family Relationships and Safety in the Community

2.a. Express positive attitudes toward self and others.
2.c. Celebrate and encourage peers.

VOCATIONAL FIELDS

A. Career Social Skills and Preparation

1.d. Predict conversations that could occur in various job situations.
1.e. Describe how various professionals interact with others at work (customers or colleagues).
4.a. Describe various occupations and explain the importance of various professions in the community (such as industrial, agricultural, commercial, hotel, and tourism).
4.e. Explain and campaign for the importance of safety in various professions.

INFORMATION AND COMMUNICATION TECHNOLOGIES:

C. Technological Production Tools

1.a. Use digital technologies (such as a computer) appropriately to support learning.
1.b. Identify the appropriate program or application to complete a task.
1.c. With support, use digital sources to search for and collect content to answer a specific question.
2.a. Use a variety of age-appropriate digital tools (such as a drawing program or presentation software) to communicate and exchange ideas.
2.b. Design digital projects that suit students' interests and capacities.

COMPUTATIONAL THINKING:

Math:

2.d. Add and subtract 1-, 2- and 3-digit numbers from 3-digit numbers using a variety of strategies including regrouping.
2.g. Explain why addition and subtraction strategies work, using place value and the properties of operations.

CH 2 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Compare and contrast other cities to the local community. • Create a bookmark to be used throughout the chapter.
2	**DISCOVER: Students will:** • Plan an itinerary for a trip around Egypt. • Calculate distances between cities using a scale on a map. • Determine the total distance to be travelled on a trip.
3	**LEARN: Students will:** • Discuss types of travel available within and between cities. • Determine how to travel from city to city on a trip through Egypt. • Use a graphic organizer to record work.
4	**LEARN: Students will:** • Investigate jobs in transportation. • Develop a dialog between two transportation workers.
5	**LEARN: Students will:** • Read informational text to learn about economic activity in Egypt. • Identify various products made or grown in Egypt.
6	**LEARN: Students will:** • Recognize that tourism is important to Egypt. • Research information to share with team.
7	**LEARN: Students will:** • Identify unique aspects in pictures. • Research cities, looking for unique characteristics. • Learn traditional Egyptian rhythms.
8	**SHARE: Students will:** • Review expectations and goals for Share project. • Organize and determine information to be used in writing. • Compose writing using information from research.
9	**SHARE: Students will:** • Self-assess writing according to a checklist. • Create illustrations that support writing. • Design a book cover that represents the imaginary tour.
10	**SHARE: Students will:** • Support other students' learning through peer feedback. • Orally share picture books. • Self-assess chapter work.

Materials Used

Student book



Music notes



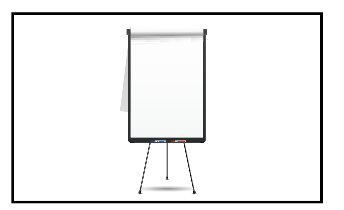
Pencils



Crayons



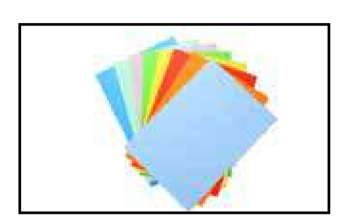
Chart paper



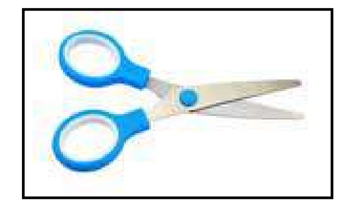
Markers



Construction paper



Scissors



Research materials

Lesson 1 Overview

LEARNING OUTCOMES

Students will:
- Compare and contrast other cities to the local community.
- Create a bookmark to be used throughout the chapter.

PREPARATION

Decide on working groups for this chapter. There should be five or six students in each working group. "Expert groups" will comprise one student from each working group. These students become experts on one city and share their knowledge with their working group.

Collect materials relating to the cities that are listed on your itinerary from the previous chapter, such as posters, travel brochures, websites, books, and magazines. Strive to provide pictures for each city of local industries, agriculture, businesses, and tourism. Arrange pictures and other resources by city, and the Expert groups will gather according to the city they are researching.

KEY VOCABULARY

- Fiction

LIFE SKILLS

Learn to Work

Collaboration:
- Respect for other opinions.

Learn to Be

Communication:
- Good listening.

MATERIALS

- Student book
- Pencils
- Crayons
- Chart paper or board
- Markers
- Construction paper (or other materials for making a bookmark)



Discover (90 minutes)

Directions

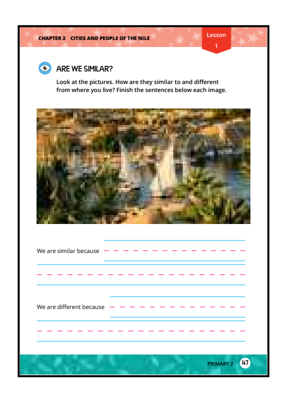
1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **Today we will begin a new chapter in our theme, "How the World Works." This chapter is named, "Cities and People of the Nile." What do you think we will learn?**

 STUDENTS DO: Share ideas.

TEACHER DO: Expand the discussion to discover what students already know about similarities and differences among people who live along the Nile. Some questions to extend student thinking are included below. This preliminary discussion serves as an assessment of prior knowledge.
- Do all people who live near the Nile do the same things for jobs? …for fun?
- Do you think all communities and cities near the Nile are like ours?
- How do you think communities along the Nile might be similar? …different?

2.TEACHER SAY: **We are going to create a pretend trip to cities along the Nile. As we learn about the people of the Nile, we will learn about the many things that happen in each of the cities. For example, some cities are known for the pottery they make. Some places are known for mining. There are many different jobs, and the land itself can be different. What do you want to learn about people who live near the Nile? Let's talk with our Shoulder Partners first.**



 **STUDENTS DO:** Discuss questions and what they want to learn about people who live in different cities along the Nile.

TEACHER SAY: We have some pictures in our student book that will help us think about different cities in Egypt. Turn to the first page in the chapter, Are We Similar? Read the directions to yourselves first. We will begin the page together in a few minutes.

 **STUDENTS DO:** Read the directions on the page.

TEACHER SAY: As you look at the pictures, think about the differences and similarities you see between where we live and the pictures. Let's begin by completing the first two pictures with your Shoulder Partner.

 **STUDENTS DO:** Discuss two pictures and write responses to prompts.



TEACHER SAY: Now let's Hands Up, Pair Up to share your thoughts about the last two pictures. Listen carefully to what your partner says. I will ask you to share his or her ideas instead of your own.

TEACHER DO: Signal for students to find new partners, allowing time to discuss the second two pictures.

 **STUDENTS DO:** Share ideas and listen carefully to others' answers.

TEACHER SAY: Let's share with the whole class. I will choose three students to share what another student said. Be sure to tell us, respectfully, whether you agree or disagree with your partner and why.



 **STUDENTS DO:** Share and respond to others' ideas.

TEACHER SAY: In this chapter, we will work as teams to plan our pretend trip across Egypt. As we learn about the cities, we will also learn about the people and what they do in their community. To complete the chapter, we will tell a story of our trip using pictures and words.

Note to Teacher: If available, share a comic book or graphic novel to show students that they will create their own picture and story book. This is a time to get students excited about the story they will be researching and writing. Although the trip itself is pretend, emphasize to students that the information presented must be factual.

TEACHER SAY: I think we all know a little about areas in our country, but we need to know more about the cities we will visit if we are going to write a story about them. We need to decide two things. First, what do we want to tell in our story and, second, where will we get the information?

TEACHER DO: Record students' ideas about what they would like to write about on the board or on chart paper. Remind students that they will be learning about the people and the things that happen in communities. If students struggle with ideas, suggest including businesses, jobs, zoos, parks, games, and so on that are unique to an area. Encourage students to consider where to find the information, such as using books or articles available in the library or on the internet.

 **STUDENTS DO:** Share ideas.

3.TEACHER SAY: We have some good ideas to start our research. Let's prepare for our hard work by thinking about our own town first. We will create a bookmark that will represent our own city, and then we can use it as we work in this chapter. What should we put on our bookmarks that will help us represent our city? Please talk with your Shoulder Partner. Share your ideas and then we will discuss as a whole group.

Note to Teacher: Encourage students to consider many aspects to describe your home community, such as jobs, weather, music, sites to visit (zoo, parks, museums), games from the area, transportation in and out of the city, and food. Be sure to discuss the activities in the town related to the economy. These will be the categories that students research about the other cities to visit.

TEACHER DO: Allow time for students to think of ideas. Encourage students to be colorful in their design and add important details to the pictures. Provide guidance as needed.

Note to Teacher: This learning experience could be as simple or as detailed as you choose. Encourage students to show pride in their bookmarks as they will be used throughout the chapter.

 **STUDENTS DO:** Create bookmarks to represent their city.

TEACHER DO: After students have completed their bookmarks, facilitate **Hands Up, Pair Up** to share bookmark designs with classmates. Allow time for two or three rotations of sharing, depending upon time remaining. Once finished, direct students to put their bookmarks in their student books on the last page they used.

4. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: We will learn as a team about how the world works. We will learn about communities and how they help all of us. For your Share project, you will work with a partner to create a picture book about the cities we will visit in on our pretend tour of Egypt. Let's end our lesson today by thinking about how you will help your team learn tomorrow.

 **STUDENTS DO:** Discuss how they can help each other.

Lesson 2 Overview

LEARNING OUTCOMES

Students will:

- Plan an itinerary for a trip around Egypt.
- Calculate distances between cities using a scale on a map.
- Determine the total distance to be travelled on a trip.

KEY VOCABULARY

- Itinerary

MATERIALS

- Student book
- Pencils
- Crayons
- Chart paper or board
- Markers

PREPARATION

In the last chapter, students voted on and ranked the cities they would like to visit. Using student rankings, choose the five cities with the most votes for your trip planning. Write the cities on the board with the number of votes each received. Note: The Our Itinerary graphic organizer has room for six cities, because your hometown is the first city on the trip.

If possible, project the map found on the student book page Where Will We Visit? If it is not possible to project, use a map of Egypt that is large enough for students to see where you point when they refer back to their own map.

LIFE SKILLS

Learn to Know	Learn to Work
Creativity: • Organize parts to form a new or unique whole.	Collaboration: • Respect for other opinions.



Discover (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: **In our last meeting, we made bookmarks to honor our town. What were some of the things we discussed about our town?**

TEACHER DO: Lead a discussion, starting with one student and using **Popcorn** to involve other students. Remind students of the categories and topics discussed in the previous lesson, including jobs and economic activity, weather, music, sites to visit (zoo, parks, museums), games, transportation, and food.

2.TEACHER SAY: You have remembered many ideas about what is happening in our hometown. We will be learning about similar categories for every city that we plan to visit. Our friend Nour and her family are also still planning their trip. Let's check in with them. Please turn in your student books to Nour's Plan.

TEACHER DO: Choose one student to read Nour's lines and another student to read Hossam's lines. Provide assistance or alternative methods for reading as appropriate for student literacy levels.

TEACHER SAY: **Please read along silently as our friends read aloud.**



STUDENTS DO: Read along.

TEACHER DO: Lead a discussion of the story, which may include:

- What is the first city Nour and her family will visit?
- Hossam has visited one of the sites. Which one? What did he like about it?
- What is interesting near Luxor?
- Where does Nour's aunt live? What will Samir do there?
- What other sites is Nour's family planning to see?

3. TEACHER SAY: Nour's family has an interesting trip planned. We have to decide where we want to go, too. In the last chapter, as a class, we voted on the cities we most wanted to visit.

TEACHER DO: List the selected cities on the board.



TEACHER SAY: Turn in your student books to Where Will We Visit? Please read the directions silently as I read them aloud.

TEACHER DO: Read directions from student book.

TEACHER SAY: If you have trouble finding any of our cities on the map, or if you have trouble understanding how to write the direction words on the map, please use the Ask 3 Before Me strategy. Who would like to remind the class about this strategy?

STUDENTS DO: Explain that students should ask three students before asking the teacher for assistance.

TEACHER SAY: Very good. Now please find and circle the cities we will visit on your map.

STUDENTS DO: Find and circle the cities on the map.

TEACHER SAY: Now that we know which cities we will visit, we must decide the order for our trip. We call the planned route for a journey an "itinerary."

TEACHER DO: Write the word and brief definition ("itinerary = planned route") on the board.

TEACHER SAY: For example, imagine that my schedule today is to go to school first, then pick up a friend to go to the market, then host my friend at home for dinner. If this is my schedule, my itinerary for today is to start at my home, then go to school, then to my friend's house, to the market, and back to my house.

TEACHER DO: As you say the itinerary, write it on the board as a list.

TEACHER SAY: Please turn to your Shoulder Partner. Give an example to your friend of an itinerary you might follow today. Be sure to use the word "itinerary" in your discussion.

STUDENTS DO: Share itineraries for the day.

TEACHER SAY: Good job using our vocabulary word for today. Let's think more about how we decide on itineraries. What do you think we should consider when deciding the itinerary for our trip? What will be important for figuring out in which order to visit the cities?

TEACHER DO: Lead a discussion, starting with one student and using **Popcorn** to involve other students, on the considerations for deciding in what order to visit the cities.



Collaboration



STUDENTS DO: Share ideas.

TEACHER DO: Write the considerations on the board. Remind students that they can refer back to Chapter 1, Trip Planning Journal, to see how far each city is from your hometown. Allow students to decide on an order for the trip, referring to your large map (projected or paper).



Creativity



STUDENTS DO: Decide together the order in which the cities will be visited.

TEACHER SAY: Now that we know our itinerary, please list the cities in that order at the bottom of the page where your map is.

TEACHER DO: Write the cities in the correct order on the board. It will be helpful to have this information easily available as students continue working.

4. TEACHER SAY: Now we are really making progress planning for our trip. This will be helpful in making our picture stories for every city we plan to visit. Please turn in your student books to Our Itinerary. When you find the page, place your bookmark on that page. Please review the graphic organizer on your own.

 **STUDENTS DO:** Review graphic organizer.

TEACHER SAY: The purpose of the graphic organizer is to help us put our thoughts together for our picture book. How do you think it will help you organize your story?

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Today we will review the graphic organizer, so we can use it as we do our research. Notice that each row has two boxes. Who would like to tell us what information we will record in the two boxes in each row?

TEACHER DO: Choose a student with a raised hand to answer (cities and the form of transportation to be used to travel from that city to the next city).

TEACHER SAY: Very good. Let's begin by filling in the first column with the cities on our itinerary. Where will we start our trip?

TEACHER DO: Use a **Calling Stick** to choose a student to respond (in our hometown).

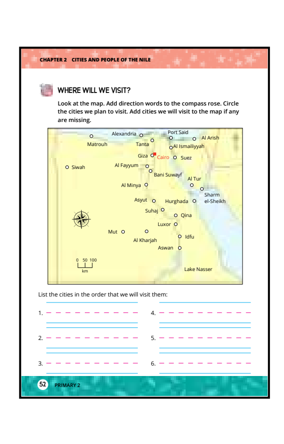
TEACHER SAY: Correct, we are starting at home. Enter the name of our town in the first row under "Start: Home Town." Then list the cities we plan to visit in the proper order in the graphic organizer.

Note to Teacher: For the remainder of the activities in this lesson, arrange students in the working groups that were formed prior to the first lesson.

TEACHER SAY: We cannot fill in the boxes for "Transportation" yet, because we have not done our research or decided how we will travel from city to city. We will leave that column blank for now. What else do you see on the graphic organizer besides the two columns?

 **STUDENTS DO:** Share observations.

5. TEACHER SAY: Please notice the wide arrow pointing downward that connects the cities. Who can read the text next to the wide arrows?



TEACHER DO: Choose a student with a raised hand to read, "Write distance to next city in the arrow."

TEACHER SAY: I wonder how far we will be traveling between cities. Who knows how we can figure out these distances using the map on the page Where Will We Visit?

 **STUDENTS DO:** Share ideas (using the scale as in previous chapter).

TEACHER SAY: That is right. In the last chapter, we learned how to measure distances between cities on a map. Now we can use this skill to find the distance between the cities in the order that we will visit them. We will use the scale printed on that page to measure the distance between the cities. Let's measure the distance from our hometown to the first city together.

TEACHER DO: Review how to use the scale on the page in the student book to measure the distance between cities. Straight line distance is fine for this exercise. If needed, **Model** for students how to use the scale to measure the distance from your hometown to the first city on your itinerary.

Note to Teacher: You could use online maps to get the exact numbers to check the estimates that students make.



STUDENTS DO: Follow along with teacher to measure the distance from the hometown to the first city.

TEACHER SAY: Now, working with your Shoulder Partner, measure the distance from the first to the second city together.

TEACHER DO: Help students as needed.



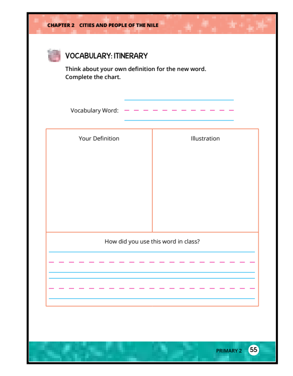
STUDENTS DO: Work in pairs to measure the next distance.

TEACHER SAY: You are doing a good job remembering this process. Please work in your groups to complete the measurements. When all the calculations are done, enter the values in your graphic organizer. Since you are working in your groups, divide up the work. If you have any questions, please use the Ask 3 Before Me strategy.

TEACHER DO: Walk around and assist student groups as needed.

Note to Teacher: To extend this learning experience, practice math skills, and introduce a computational thinking skill, have students add the distances between cities. As there are six values to add in the graphic organizer, introduce the computational thinking strategy of breaking this complex problem down into smaller steps. For example, add the first two distances (adding two 3-digit numbers), then the second two distances, then the final two differences. **Model** *for students adding all three sums for the total distance, as adding three 3-digit numbers and numbers greater than 1,000 are beyond the expectations for Primary 2 students.*

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.



CHAPTER 2 CITIES AND PEOPLE OF THE NILE

VOCABULARY: ITINERARY

Think about your own definition for the new word.
Complete the chart.

Vocabulary Word: ______

Your Definition	Illustration

How did you use this word in class?

______

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TEACHER SAY: Thank you for working hard today to plan for our trip. Now that we have both talked about and practiced one step in planning an ITINERARY, let's record what we know about our new vocabulary word. Please turn in your student books to Vocabulary: Itinerary. Read and follow the directions. When you are finished, please compare your ideas with your Shoulder Partner.



STUDENTS DO: Complete the vocabulary page and share with a **Shoulder Partner**.

TEACHER DO: Walk around and help students as needed to complete the vocabulary page.

TEACHER SAY: In our next lesson, we will plan how to get from one city to the next city on our trip. I hope you are looking forward to planning our trip as much as I am.

Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Discuss types of travel available within and between cities. • Determine how to travel from city to city on a trip through Egypt. • Use a graphic organizer to record work.	• Riverboat	• Student book • Pencils • Crayons • Chart paper or board • Markers

PREPARATION

Continue collecting materials relating to the cities that are listed on your itinerary, such as posters, travel brochures, websites, books, and magazines. Today's lesson focuses on transportation, so pictures of various types of transportation that students can connect with each of the cities would be useful. Arrange the pictures according to city, and the expert groups (groups comprising one member from each working group, whose responsibility it is to gain knowledge on a particular subject) will gather according to the city they are researching.

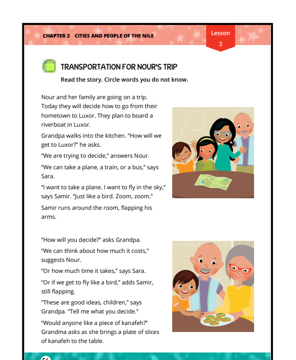
LIFE SKILLS

Learn to Work	Learn to Be
Collaboration: • Respect for other opinions.	Communication: • Good listening. • Reading, writing, non-verbal communication skills.



Learn (90 minutes)

Directions



CHAPTER 2 CITIES AND PEOPLE OF THE NILE — Lesson 3

TRANSPORTATION FOR NOUR'S TRIP

Read the story. Circle words you do not know.

Nour and her family are going on a trip. Today they will decide how to go from their hometown to Luxor. They plan to board a riverboat in Luxor.

Grandpa walks into the kitchen. "How will we get to Luxor?" he asks.

"We are trying to decide," answers Nour.

"We can take a plane, a train, or a bus," says Sara.

"I want to take a plane. I want to fly in the sky," says Samir. "Just like a bird. Zoom, zoom."

Samir runs around the room, flapping his arms.

"How will you decide?" asks Grandpa.

"We can think about how much it costs," suggests Nour.

"Or how much time it takes," says Sara.

"Or if we get to fly like a bird," adds Samir, still flapping.

"These are good ideas, children," says Grandpa. "Tell me what you decide."

"Would anyone like a piece of kanafeh?" Grandma asks as she brings a plate of slices of kanafeh to the table.

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1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: **In our last lesson, we decided on the itinerary for our trip. What were two decisions we made to produce our itinerary?**

TEACHER DO: Encourage students to discuss the considerations that went into making the itinerary.

 STUDENTS DO: Share ideas.

2.TEACHER SAY: Thank you for reminding us how busy we have been putting together our trip. Today, we are going to plan how we will get from one city to another. Nour and her family are thinking about that, too. Please turn in your student books to Transportation for Nour's Trip. Please read the story to yourself as we read it aloud in class together.



TEACHER DO: Choose students to each read one sentence in the story. Remind students to read with emotion.

 STUDENTS DO: Read along silently.

TEACHER DO: Lead a discussion on the story. Questions could include:

- Who enters the room at the beginning of the story?
- What are Nour, Sara, and Samir discussing?

- Where are they hoping to board the riverboat?
- What are their options for getting there?
- What does Samir want to do?
- Have they decided how to travel?
- What does Grandma bring at the end of the story?



STUDENTS DO: Share ideas.

3. TEACHER SAY: Thank you for your discussion. Nour and her family have options about how to travel from place to place. We have options as well. Let's learn more about which options are available and make the most sense.

TEACHER DO: Write the word "transportation" on the board, with two columns underneath titled, "Around Town" and "In and Out of Town."

TEACHER SAY: First, let's review the types of transportation that are available in our town. We need to consider whether the transportation will only take us around town, or whether it is available to take us to other places.

TEACHER DO: Lead a discussion on the types of transportation in your town. Include forms of transportation such as walking and biking, and ask students to estimate how far they could walk without getting too tired (maximum a few kilometers). Complete the table on the board.



STUDENTS DO: Share ideas.



CHAPTER 2 CITIES AND PEOPLE OF THE NILE

TRANSPORTATION FOR OUR TRIP

Look at the pictures. Write "yes" or "no" under "Our Town" if we have that type of transportation. Later, write the names of cities that have buses, trains, or planes.

Transportation	Our Town	Cities

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TEACHER SAY: Very good. We have a few options for local transportation. Nice job deciding which are available for short trips and which are better for longer trips. Let's record what we have discussed. Please turn in your student books to Transportation for Our Trip. Read the directions to yourself as I read them aloud.

TEACHER DO: Read directions aloud as students follow along.

TEACHER SAY: Please work with your Shoulder Partner to follow these directions. Make sure you agree on which types of transportation are available in our town.



STUDENTS DO: Work with **Shoulder Partner** to mark the table indicating if a particular mode of transportation is available in the town.

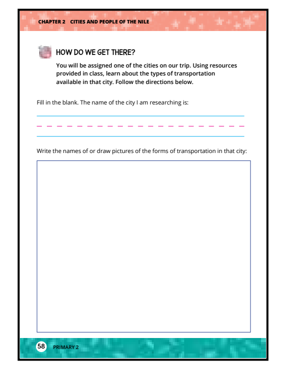
TEACHER DO: Lead a discussion to emphasize which forms of transportation are most appropriate for various lengths of travel. For example, it would not make much sense to take an airplane for a distance less than 100 km.



STUDENTS DO: Discuss transportation options and criteria.

4. TEACHER DO: Organize students into their working groups.





CHAPTER 2 CITIES AND PEOPLE OF THE NILE

HOW DO WE GET THERE?

You will be assigned one of the cities on our trip. Using resources provided in class, learn about the types of transportation available in that city. Follow the directions below.

Fill in the blank. The name of the city I am researching is:

Write the names of or draw pictures of the forms of transportation in that city:

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TEACHER SAY: We will finish the rest of this page later. For now, we will apply what we have discussed to make some decisions. You will work together in your groups. Each person will do part of the job. In this way, getting the whole job done becomes easier. Turn in your student books to How Do We Get There? Please read along with me as I read the directions aloud.

Note to Teacher: Each student researches the types of transportation in one of the cities on the trip. Then the working group comes back together and enters the information in Transportation for Our Trip.

TEACHER SAY: The first thing to do is assign each person in your working group one city to research.



STUDENTS DO: In working groups, decide who will research each city.

TEACHER SAY: Now we will split up into expert groups, according to the city you were assigned in your working group. This group will work together to learn as much as you can about the city you are researching. Then you will return to your own group as an expert.

TEACHER DO: Show students where the research materials are for each city, and instruct them to gather in expert groups near the relevant materials. Or, if available, assign students to computer stations for internet research.



STUDENTS DO: Move to appropriate locations and conduct research on transportation options in each city.

TEACHER DO: While students are researching, visit the expert groups to make sure they are able to find the information they need. Allow 20 to 30 minutes to research.

TEACHER SAY: Now that you know what types of transportation are available in each city, please return to your working group.



STUDENTS DO: Return to working group.

TEACHER SAY: Share your research with your working group. As you listen to each other, fill in the table on the previous page, Transportation for Our Trip. Who can provide an example of what you will record in the final column of the table?



STUDENTS DO: **Model** one answer for the class.

TEACHER DO: Respond in agreement if the student is correct or address misunderstandings as needed. (Students should list the name of each city where the pictured transportation is available.)

Collaboration

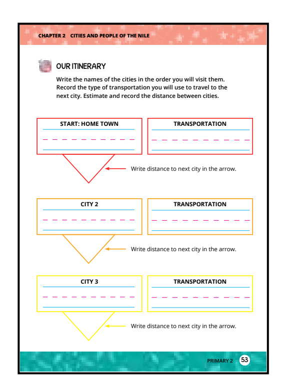


STUDENTS DO: Work together to complete the table.

Note to Teacher: Once students know what type of transportation is available for traveling between each city, they will decide which mode of transportation to use for each segment of the trip. This information is then entered in the graphic organizer.

TEACHER SAY: Thank you for working so well together. I think it makes the job so much easier when we share the work. Now we have a very important job to do for our trip. We have to decide how we will get from one city to the next city. Each working group will do this for themselves. What are some ideas for ways that a group could decide which transportation to use?

TEACHER DO: Use **Popcorn** to get several ideas from students about how they can make a decision together. If not mentioned, prompt students to consider general costs (for example, planes are likely more expensive than trains, and buses are likely cheaper than both), as well as the amount of time each mode would take.


CHAPTER 2 CITIES AND PEOPLE OF THE NILE

OUR ITINERARY

Write the names of the cities in the order you will visit them. Record the type of transportation you will use to travel to the next city. Estimate and record the distance between cities.

START: HOME TOWN | TRANSPORTATION

Write distance to next city in the arrow.

CITY 2 | TRANSPORTATION

Write distance to next city in the arrow.

CITY 3 | TRANSPORTATION

Write distance to next city in the arrow.

PRIMARY 2 53

TEACHER SAY: Those are very good ideas. Your group may choose what is most important to you for deciding on transportation modes. Please use the information that you just entered in your student books to decide which form of transportation to take from one city to the next. Record your decisions in your graphic organizer on the page Our Itinerary so you can remember them later for your story. Who can show us where you will enter the information?

TEACHER DO: Call on students with raised hands to identify the correct column on the student book page Our Itinerary.



STUDENTS DO: Decide on the mode of transportation that will take them from city to city and enter the information in the graphic organizer.

TEACHER DO: Visit groups to ensure that the decision-making process is going smoothly. Remind students to enter the information in the graphic organizer.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: You worked very hard in your groups today. We made great progress. Now we know our itinerary, how we are getting from one city to the next, and how far we will be traveling. Before we close, please take a few moments in your working groups to discuss how working together helped you get your job done.



STUDENTS DO: Discuss collaboration.

TEACHER SAY: In our next lesson, we will begin to talk about the people we may meet on our journey. I am looking forward to more discussion of our trip in the next lesson.

Lesson 4 Overview

LEARNING OUTCOMES

Students will:
- Investigate jobs in transportation.
- Develop a dialogue between two transportation workers.

PREPARATION

Draw a table on the board that has as its header row the name of the cities on your itinerary, in order, starting with your home city and ending with your home city. The number of subsequent rows should be the number of working groups in your class. As an example:

KEY VOCABULARY

- Co-pilot
- Conductor
- Flight attendant
- Mechanic
- Pilot
- Railroad engineer
- Station master
- Ticket agent

MATERIALS

- Student book
- Pencils
- Crayons
- Chart paper or board
- Markers

LIFE SKILLS

Learn to Know

Critical Thinking:
- Define relationships between different objects.

Learn to Be

Communication:
- Reading, writing, non-verbal communication skills.

GROUP	Your city → City 1	City 1 → City 2	City 2 → City 3	City 3 → City 4	City 4 → City 5	City 5 → Your city
1						
2						
3						



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER DO: Organize students in their working groups. Ask each group to choose a reader for the upcoming discussion.

TEACHER SAY: In our last meeting, you worked together to decide how we would travel from one city to the next on our itinerary. Let's take a moment to compare the results from the groups. As we compare, remember that there is not one right answer. We might have made different decisions for different reasons.

TEACHER DO: Ask each group's reader to read from the page Our Itinerary how they plan to get from city to city, starting and ending with your home city. Enter this into the table. When everyone has finished, lead a discussion to compare the results. If there are differences, have students explain their reasoning. It is important for students to know they do not all have to use the same transportation.

Critical Thinking

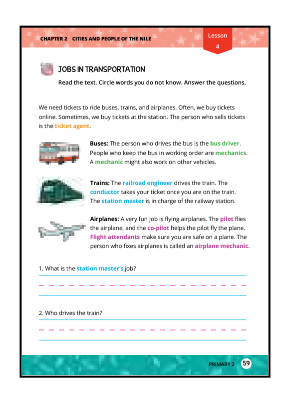
STUDENTS DO: Share results and discuss.

2. TEACHER SAY: Very good. We are collecting important information for our trip. We see that there are several different options for transportation. Did you ever stop to think that there must be people who make the transportation available? We have been learning about some specialized jobs this year. There are many different jobs that are involved in transportation. Can you think of any?



STUDENTS DO: Share ideas.

TEACHER DO: Record a brief list of jobs students already know on the board. Build from or refer back to this list in the following discussions and learning experiences to acknowledge students' prior knowledge.



CHAPTER 2 CITIES AND PEOPLE OF THE NILE — Lesson 4

JOBS IN TRANSPORTATION

Read the text. Circle words you do not know. Answer the questions.

We need tickets to ride buses, trains, and airplanes. Often, we buy tickets online. Sometimes, we buy tickets at the station. The person who sells tickets is the ticket agent.

Buses: The person who drives the bus is the bus driver. People who keep the bus in working order are mechanics. A mechanic might also work on other vehicles.

Trains: The railroad engineer drives the train. The conductor takes your ticket once you are on the train. The station master is in charge of the railway station.

Airplanes: A very fun job is flying airplanes. The pilot flies the airplane, and the co-pilot helps the pilot fly the plane. Flight attendants make sure you are safe on a plane. The person who fixes airplanes is called an airplane mechanic.

1. What is the station master's job?

2. Who drives the train?

PRIMARY 2 59

3. TEACHER SAY: Let's learn more about some of the many people who help transportation run smoothly. Turn in your student books to Jobs in Transportation. Read and follow the directions. Take turns reading with your Shoulder Partner. We will discuss the questions at the bottom of the page when everyone is ready.



STUDENTS DO: Read the informational text and answer the questions.

Note to Teacher: Provide alternative approaches to this learning experience as needed based on your classroom's average literacy levels. If teacher support for reading the text is required, read the entire text, then have students work in partners to answer the questions. If students can read independently in partners, facilitate a whole group discussion about the questions.

TEACHER DO: Write the questions (but not the answers) on the board while students are reading.

TEACHER SAY: There are so many jobs in transportation. Let's go over the questions and answers together. If you have entered an answer incorrectly, please correct it as we go along.

TEACHER DO: Use Calling Sticks to choose students to answer the questions.



STUDENTS DO: Respond and make necessary corrections.

TEACHER DO: After each question, lead a brief discussion on the kinds of activities that are involved in each job. Be sure to acknowledge the importance of each job. Answers to the questions are provided below, but students do not have to use the exact wording suggested:

1. What is the station master's job? (operate the train station)
2. Who drives the train? (railroad engineer)
3. What does a ticket agent do? (sells tickets for buses, trains, and airplanes)
4. What is the mechanic's job? (repairs vehicles; could be bus, train, or plane)
5. What does the conductor on a train do? (takes your ticket on the train)
6. Who helps you understand safety measures on a plane? (flight attendants)
7. Who helps the pilot fly the plane? (co-pilot)

CHAPTER 2 CITIES AND PEOPLE OF THE NILE

PEOPLE IN TRANSPORTATION

Write the types of transportation in our town. For each type, draw a picture of a person doing a related job. Write the name of the job below the picture.

TRANSPORTATION | JOB

Job name:

Job name:

Job name:

PRIMARY 2 61

TEACHER SAY: Now let's apply our learning to transportation in our town. Does anyone know someone who does one of these jobs?



STUDENTS DO: Share connections to jobs mentioned.

4. TEACHER SAY: Very good. Let's record how what we are learning applies to our town. Open your student books to the page People in Transportation.



TEACHER DO: Use Calling Sticks to choose a student to read the directions.

STUDENTS DO: Follow directions for writing and drawing in student books.

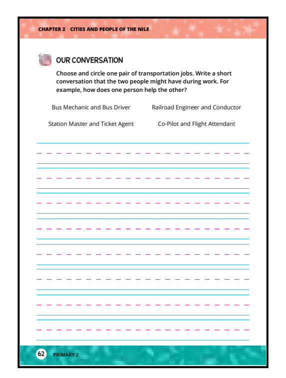
TEACHER DO: Allow sufficient time for students to finish writing and drawing. Encourage students to refer back to the page Transportation for Our Trip if they need help remembering what types of transportation are available locally. Once students finish, place them in their working groups.

TEACHER SAY: Please share your drawings with your group members. How are your drawings alike? How are your drawings different?

TEACHER DO: Walk around and help students compare their drawings with those of their group members.



STUDENTS DO: Compare drawings in working groups.


CHAPTER 2 CITIES AND PEOPLE OF THE NILE

OUR CONVERSATION

Choose and circle one pair of transportation jobs. Write a short conversation that the two people might have during work. For example, how does one person help the other?

Bus Mechanic and Bus Driver

Railroad Engineer and Conductor

Station Master and Ticket Agent

Co-Pilot and Flight Attendant

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5.TEACHER SAY: Thank you for listening to your group members. Remember that our Share project is writing a story about our trip. One of the things that makes a story interesting is conversation, or dialogue. Let's practice imagining conversations. Think about how transportation workers might discuss their jobs. Please turn in your student books to Our Conversation.

TEACHER DO: Choose a student to read the directions.

TEACHER SAY: Thank you for reading the directions. You may choose any of the job pairings listed to write your conversation. You may wish to give the people names, so we know who is talking. Here is a simple example:

TEACHER DO: Write on the board:
Sara: Bus Mechanic
Ashraf: Bus Driver
Sara: Good morning, Ashraf. How are you?
Ashraf: Good morning, Sara. I am fine. How are you?

TEACHER SAY: Your conversation will look something like this, but it will be about the job that the people do. Are there any questions?

TEACHER DO: Encourage questions and respond. Decide whether students should complete this learning experience individually, with a partner, or in their working groups, and let students know your preference.



STUDENTS DO: Write a dialogue between two people involving something they might speak about at work.

TEACHER DO: As students work, walk around to answer any questions and help with words they may not know. Bring students back together after conversations have been written.

TEACHER SAY: Please turn to your Shoulder Partner. Take turns reading the conversation you just wrote, like a play. Choose which person each of you will read first. For example, I will choose one student to read Sara's part and one to read Ashraf's part.

TEACHER DO: Choose two students using **Calling Sticks**, and assign each a part to **Model** reading your sample conversation for the class.





STUDENTS DO: Listen to the **Model**, then work in partners to practice reading dialogues.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: I was listening to some very interesting conversations as I walked around. You are very good readers. Before we close, let's take a moment in our working groups to think about today's lesson. Please discuss the various jobs that people do to make our transportation system work. What would happen to our trip if there were no [pilots to fly our planes]?

Note to Teacher: Choose the job in the question above based on your itinerary. For example, if there are no segments on planes, do not use pilots. Pick a job that would impact your trip.



STUDENTS DO: Discuss importance of transportation jobs.

TEACHER SAY: Thank you for all of your hard work today. In our next lesson, we will explore more about various jobs we may encounter in the cities we plan to visit. I am looking forward to collecting more information for our trip.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Read informational text to learn about economic activity in Egypt. • Identify various products made or grown in Egypt.	• Agriculture • Economy • Fabrics • Mining • Steel	• Student book • Pencils • Crayons • Chart paper or board • Markers

PREPARATION

Collect pictures of various businesses, industry (including mining), and agriculture in Egypt to help students understand that the economy consists of all of these things put together.

LIFE SKILLS

Learn to Be

Communication:

- Good listening.



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: **In our last lesson, we discussed different kinds of jobs in the transportation industry. What are some of the jobs that we learned about?**

TEACHER DO: Start the discussion by using **Calling Sticks** to choose a student, then allow them to **Popcorn** to the next student. As students name jobs, ask the class who can remember the role for each position. Be sure to mention all of the jobs that were introduced in the last lesson.

2.TEACHER SAY: **Thank you for that very interesting discussion about jobs. We have a new vocabulary word today that will help us focus today's research about the cities on our itinerary. Our new word is ECONOMY. Last year and this year, we have been learning a lot about jobs people do and the goods and services they sell. We also know that other people buy and use these goods and services. The combination of all of that production, use, buying, and selling is what we call the ECONOMY.**

TEACHER DO: Write on the board, "Economy: everything involved in the making, using, buying, and selling of goods and services."

TEACHER SAY: **Let's think for a moment. How do you think the transportation workers fit into our ECONOMY?**

TEACHER DO: Provide **Think Time**, then choose students to respond.

 STUDENTS DO: Share ideas.

TEACHER SAY: **Today we will be exploring parts of Egypt's economy. Buying and selling is a big part of an economy. Many of us learned about buying and selling last year. What are some examples of goods that are bought and sold in our local area?**

Note to Teacher: Students spent considerable time learning about buying and selling in P1. This conversation can be used as accessing prior knowledge or pre-assessment.

TEACHER DO: Start the discussion with **Calling Sticks** and then prompt students to **Popcorn** to other students.

Note to Teacher: Encourage a rich discussion beyond the obvious items of food and clothing. Encourage students to think about a larger scale than the shopping that their family does. For example, encourage them to think about where the items they buy in the market come from.

 **STUDENTS DO:** Share ideas.

3.TEACHER SAY: Now that we are beginning to understand the word ECONOMY, let's learn about what happens to produce the goods and services that are bought and sold. On our trip, we will visit different cities in Egypt. It will be interesting to learn how the local economy changes from place to place. Let's read about some of the economic activities in Egypt. Please turn in your student books to Egypt is Busy. Read the directions silently to yourself. Then I will read the text aloud.

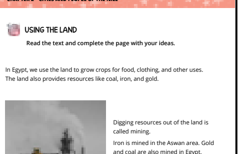
 **STUDENTS DO:** Read the directions and listen as teacher reads.

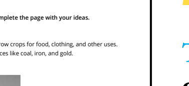
TEACHER SAY: Thank you for being good listeners. Let's review what we read. Who can name one type of economic activity mentioned in the text?

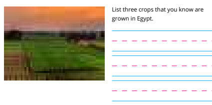
TEACHER DO: Start the discussion with one example and then choose a student to offer a second example. Allow students to **Popcorn** until all of the activities have been identified. Write the activities on the board as they are mentioned. When a student mentions an activity (for example, making steel), ask them to offer ideas about what it is used for. If the student does not know, ask other students to share ideas.

Note to Teacher: The objective of this discussion is for students to think deeply about the various economic activities that are going on around them.

4.TEACHER SAY: Two very important economic activities in some parts of Egypt are agriculture and mining. Can anyone think of an example of what products or materials come from agriculture or mining?







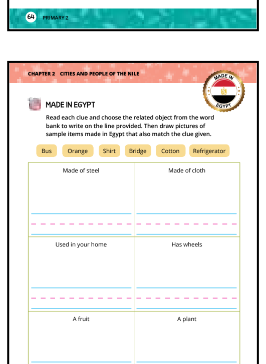


 **STUDENTS DO:** Share ideas.

TEACHER SAY: You have very good ideas. Agriculture includes crops grown and animals raised on a farm. Mining is the process of digging into the earth to find materials like gold or coal. Let's keep reading to learn more about how we use land in Egypt. Turn to the page Using the Land. Read the directions, then we will read the text and discuss it together.

TEACHER DO: Share with students additional pictures, if possible, of farming activities and mining (coal, gold) in Egypt. Invite students to discuss the pictures and give ideas of crops grown in Egypt.

 **STUDENTS DO:** Share ideas.



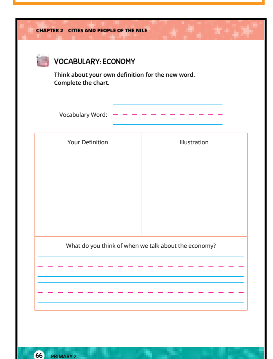
5.TEACHER SAY: There are so many economic activities going on in Egypt. We will surely see some of them on our trip. Let's record some of what we have learned today so that we can use this information later. Turn in your student books to Made in Egypt.

 **READ ALOUD: Read each clue and choose the related object from the word bank to write on the line provided. Then draw pictures of sample items made in Egypt that also match the clue given.**

 **STUDENTS DO:** Match objects to clues and draw pictures of given examples.

TEACHER DO: As students work, walk around to assist as needed.




CHAPTER 2 CITIES AND PEOPLE OF THE NILE

VOCABULARY: ECONOMY

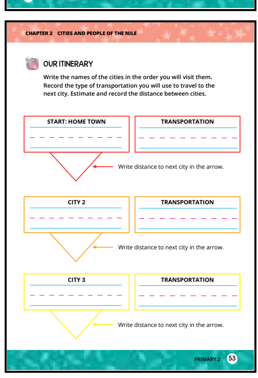
Think about your own definition for the new word. Complete the chart.

Vocabulary Word:

Your Definition	Illustration

What do you think of when we talk about the economy?

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CHAPTER 2 CITIES AND PEOPLE OF THE NILE

OUR ITINERARY

Write the names of the cities in the order you will visit them. Record the type of transportation you will use to travel to the next city. Estimate and record the distance between cities.

START: HOME TOWN | TRANSPORTATION

Write distance to next city in the arrow.

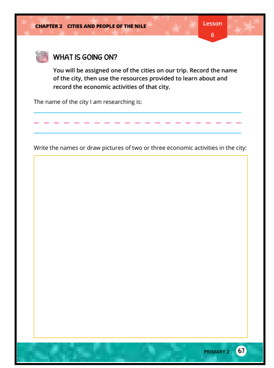
CITY 2 | TRANSPORTATION

Write distance to next city in the arrow.

CITY 3 | TRANSPORTATION

Write distance to next city in the arrow.

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CHAPTER 2 CITIES AND PEOPLE OF THE NILE

Lesson 6

WHAT IS GOING ON?

You will be assigned one of the cities on our trip. Record the name of the city, then use the resources provided to learn about and record the economic activities of that city.

The name of the city I am researching is:

Write the names or draw pictures of two or three economic activities in the city:

PRIMARY 2 67

TEACHER SAY: Please share your work with your Shoulder Partner. Compare your ideas. Did you choose the same words? Did you draw the same items? Explain to your Shoulder Partner why you chose the items that you drew.



STUDENTS DO: Share ideas.

6. **TEACHER SAY:** Thank you for sharing. We have two more tasks before we end our lesson today. First, let's capture what we have learned about our new vocabulary word. Turn to page Vocabulary: Economy and complete the graphic organizer. The page should look familiar by now, but if you have any questions, please raise your hand and I will help you.



STUDENTS DO: Capture understanding of new vocabulary.

7. **Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.**

TEACHER SAY: Tomorrow we will work in expert groups again to research and collect information about the economic activities in the cities we will visit on our trip. As we close today, let's re-assign cities among our groups so that we are each responsible for researching a new city tomorrow. You can turn back to the page Our Itinerary if you need to see the list of cities.



STUDENTS DO: Decide who will be responsible for each city.

TEACHER SAY: When you have chosen (or been assigned) your city for tomorrow, turn to page What Is Going On? to record the name of your city on the line provided. Thank you for all of your hard work today.

Lesson 6 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Recognize that tourism is important to Egypt. • Research information to share with team.	• Tourism	• Student book • Pencils • Crayons • Chart paper or board • Markers

PREPARATION

The research in this lesson can be conducted in a variety of ways. If you have access to computers for students, research can be done online. In preparation, you should find websites students can visit to gather appropriate information (economic activities in each city and interesting sites to visit). If your class has access to a library, find and set aside appropriate books to support student research. You can also bring in books, images, or online printouts for research materials. Students can work individually, in pairs, or in small groups. Prepare materials for research prior to the start of the lesson.

LIFE SKILLS

Learn to Live Together

Sharing:
- Effective management and organization of tasks.



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER DO: Distribute research materials around the room by city. As students enter the room or as the lesson begins, have them gather in groups according to the cities they decided to research at the end of the previous lesson. In this lesson, students will begin in these city-specific expert groups, move back to working groups to share what they have learned, then return once again to expert groups for a second round of research.

TEACHER SAY: **We are beginning our work today in our new expert groups. We will do two rounds of research today. First, let's learn about the major economic activities in the cities we will visit. Who can apply what we learned yesterday to our own town as an example? What is a common economic activity in our local area?**

 **STUDENTS DO:** Share ideas.

TEACHER DO: Confirm ideas or address misunderstandings as needed.

TEACHER SAY: **Please turn in your student books to What Is Going On? Read and follow the directions, sharing the resources available as needed for research.**

 **STUDENTS DO:** Conduct research on economic activities in assigned cities.

TEACHER DO: While students are researching, visit the expert groups to make sure they are able to find the information they need.

TEACHER SAY: **You are learning so much information about your cities. Let's return to our working groups so that we can share what we have learned.**

 **STUDENTS DO:** Return to working groups to share the results of their research.

2.TEACHER SAY: Most of the economic activities we have been talking about involve making or growing something. There is another very important economic activity in Egypt. It relates to our rich and interesting history. What do you think it is?

TEACHER DO: Allow all ideas.

TEACHER SAY: These are all very good ideas. The economic activity that I was thinking of is called "tourism." We have already learned about tourism. What do I mean by "tourism?"

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Egypt has many wonderful and beautiful sites that people want to see. People come from all over the world to see sites in Egypt. The industry that supports all the activities needed for people to visit Egypt is called "tourism." The people who visit are called "tourists."

TEACHER DO: Write "tourism" and "tourists" on the board. Extend the discussion to have students discover what is included in tourism by asking questions such as:

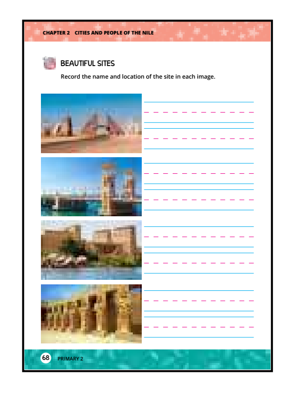
- When someone visits Egypt from another country, where do they likely stay?
- Can you be a tourist if you are not from another country? Explain.
- Where do you think a tourist eats?
- How does a tourist know or learn the history about what he or she is seeing?
- How does a tourist travel around the city or area?

As students answer these questions, record the relevant aspects of the tourism industry on the board as a **Web** around TOURISM (hotels, restaurants, tour guides, taxi drivers, and so on).

TEACHER SAY: Let's begin learning about tourism by thinking of our own town. There are many reasons to visit our town and interesting sights to see. Can you share some of them?

TEACHER DO: Choose students with hands raised to offer ideas.

 **STUDENTS DO:** Share ideas.


CHAPTER 2 CITIES AND PEOPLE OF THE NILE

BEAUTIFUL SITES

Record the name and location of the site in each image.

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3.TEACHER SAY: Thank you for sharing some of the wonderful sites you know about our area. You will come across more examples as you research for our trip. Before we start our second round of research, let's learn about some of the main places tourists visit around Egypt. Pay attention as we review. This may help you research your city later in the lesson. Turn in your student book to Beautiful Sites and read the directions. We will discuss each of the sites together.

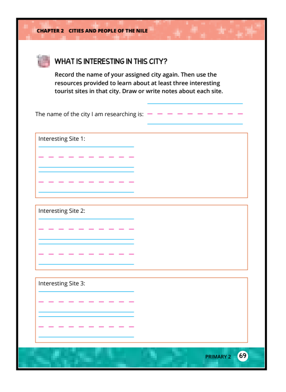
 **STUDENTS DO:** Read the directions.

TEACHER DO: Lead a discussion of the sites, one by one. Ask students if they know the name of the site and the city it is in or near, then provide answers for the images they do not recognize. Write the names of the sites and the cities on the board.

- Allah's Gate/Ras Muhammad, a nature reserve in the south of Sinai
- Stanley Bridge/Alexandria
- Philae Temple/Aswan
- Karnak, Luxor

Ask students to describe what they see and why they think tourists would be interested in the site.

 **STUDENTS DO:** Record the names and locations of the sites.


CHAPTER 2 CITIES AND PEOPLE OF THE NILE

WHAT IS INTERESTING IN THIS CITY?

Record the name of your assigned city again. Then use the resources provided to learn about at least three interesting tourist sites in that city. Draw or write notes about each site.

The name of the city I am researching is:

Interesting Site 1:

Interesting Site 2:

Interesting Site 3:

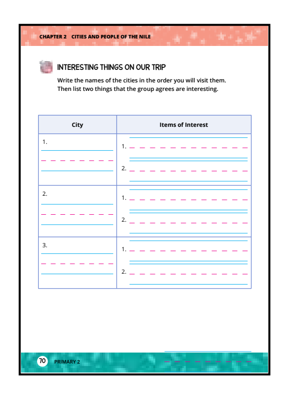
PRIMARY 2 69

4.TEACHER DO: Reorganize students into the same expert groups as the beginning of the lesson. Show students where the research materials are for each city, and instruct them to go to the area where the materials are for the city they are researching. Or, if available, assign students to computer stations for internet research.

TEACHER SAY: We are going to research interesting sites in the cities we plan to visit on our trip. Using the resources provided, choose at least three interesting sites to share with your working group. Record what you learn on the page What Is Interesting in this City?

 **STUDENTS DO:** Conduct research on tourist and other interesting sites in assigned cities.

TEACHER DO: While students are researching, visit the expert groups to make sure they are able to find the information they need. When students have finished, return them to working groups for the remainder of the class.


CHAPTER 2 CITIES AND PEOPLE OF THE NILE

INTERESTING THINGS ON OUR TRIP

Write the names of the cities in the order you will visit them. Then list two things that the group agrees are interesting.

City	Items of Interest
1.	1.
	2.
2.	1.
	2.
3.	1.
	2.

70 PRIMARY 2

Note to Teacher: This form of collaborative research, where students become an "expert" on a given topic (in this case, a given city), is an excellent way to build collaboration, communication and critical thinking life skills. Students must work together as experts to identify and analyze specific information (critical thinking and collaboration). Students then retain the information and share back with working groups (communication). You may choose to repeat this strategy, commonly referred to as **Jigsaw**, *whenever students are asked to research or learn more about various related topics.* **Jigsaw** *also works well when analyzing literature or other texts (assign expert groups characters, plot, setting, and so on).*

TEACHER SAY: Share what you have found with your working group. As each group member shares, choose two places that the group agrees they want to visit. Record just the names of those two places on the page Interesting Things on Our Trip.



STUDENTS DO: Share research in working groups, discuss, choose, and record two sites to visit in each city.

TEACHER DO: Visit the groups and help as needed.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: Thank you for working so well in your groups. Let's share a few of the tourist sites we are interested in seeing with the class.

TEACHER DO: Use **Calling Sticks** to choose a few students to share sites their groups hope to see.



STUDENTS DO: Share ideas.

TEACHER SAY: I enjoy seeing you work as a team. Thank you all for sharing ideas and listening to each other. Tomorrow we will learn about some of the fun recreational activities in the cities we will visit.

Lesson 7 Overview

LEARNING OUTCOMES

Students will:
- Identify unique aspects in pictures.
- Research cities, looking for unique characteristics.
- Learn traditional Egyptian rhythms.

KEY VOCABULARY

- Unique

MATERIALS

- Student book
- Pencils
- Crayons
- Chart paper or board
- Markers
- Research materials

PREPARATION

Collect recordings (web-based, CDs, tapes, or whatever mode is most convenient) of traditional Egyptian music from which to play short clips. Styles may include (but are not limited to) Arab classical music, Nubian music, Saidi, and Shaabi.

If possible gather a few different percussion instruments for students to try during this lesson, including darbukas. If you are unfamiliar with darbuka drum patterns (specifically the Malfuf rhythm), look up a video online or ask a community member to show you the simplified Malfuf rhythm used in today's lesson so that you can **Model** for students. If you find the pattern difficult, please still attempt to demonstrate it for students as you will also be modeling the courage to try something new, to make mistakes, and to practice and improve.

LIFE SKILLS

Learn to Live Together

Sharing:
- Effective management and organization of tasks.

Learn to Be

Communication:
- Good listening.
- Self-expression.
- Reading, writing, non-verbal communication skills.



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: Before we begin today, please turn to your Shoulder Partner. Tell them what you will do today to be a good team member.

 **STUDENTS DO:** Reflect on own behavior.

2.TEACHER SAY: Today we will finish researching our cities for our trip. Who can remind us what information, or topics, we have already researched about our cities?

 **STUDENTS DO:** Share topics, including economic activities and tourist sites.

TEACHER SAY: Today we are going to search for some unique things we can find in our cities. Think for a minute. What does the word UNIQUE mean?

 **STUDENTS DO:** Use **Think Time**, then explain their understanding of UNIQUE.

TEACHER SAY: Something that is UNIQUE is unusual, or different from other things. Turn to your Shoulder Partner and tell them something UNIQUE about you. What about you makes you special, or different from others?

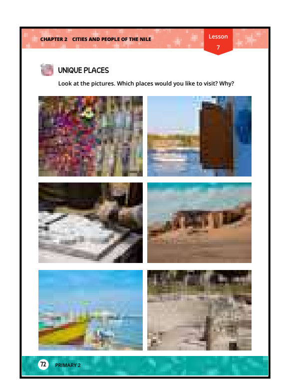


 **STUDENTS DO:** Share what makes them unique.

TEACHER SAY: There are many ways that we are similar to others in our families and community. We can also celebrate our differences. Turn to your Shoulder Partner and give them a high five for being UNIQUE.



STUDENTS DO: High five **Shoulder Partners** for being unique.



3. TEACHER SAY: Let's find out what is unique about the cities we will visit. Turn to the page Unique Places. Once you find the page, read the directions and we will talk together once everyone is ready.

Note to Teacher: This will be the last day for students to research as a group. Have available any references students might be able to use to complete their research.

TEACHER SAY: We know there are many unique places in Egypt that make it a great country to visit. Of course, the pyramids in Egypt are unique to most people, but there are other places as well. Let's look at the two pictures at the top of the page as an example. Do you know where this place is and why it is considered unique?

Note to Teacher: The reason for the work on this page is to invite students to find the uniqueness of the cities and towns around them. Show students other pictures as available of the area that you think may interest them. This could include the waterfalls at Al Fayum, the Temple of Philae, the Aquarium Museum in Alexandria, and the Cairo Opera House, to name a few.



STUDENTS DO: Share ideas about the first two pictures.

TEACHER SAY: These pictures are of the Nubian village near Aswan. The village is very colorful, and their artwork is different than most others. This makes them unique.

TEACHER DO: Encourage other comments about similarities and differences between the local area and the images of the village.

TEACHER SAY: Now let's look at the next two pictures. These pictures are from Al Fayum. The one on the left is an artist sculpting marble. What is unique about these two pictures?



STUDENTS DO: Compare and contrast pictures to Nubian village images and to the local area to highlight their uniqueness.

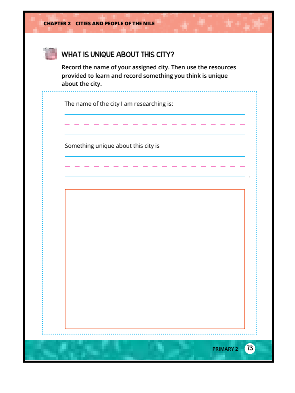
TEACHER SAY: Excellent. These pictures show an area unlike the big cities of Egypt. We have two more pictures. Let's see how these are unique. These pictures are both from Alexandria.



STUDENTS DO: Share observations about the final two pictures, comparing and contrasting them to the other four and the local area.

TEACHER DO: As students compare the pictures, make certain they notice the artwork of the fishing boats and the ancient Roman theater.

Note to Teacher: To extend this conversation, if a map of the area around Egypt is available, point out Rome and ask students to imagine how a theater built in a Roman style was built in Alexandria. Ask students to consider why there is likely not a similar theater in the Southern areas of Egypt. Students will encounter the idea that neighboring cultures influence each other in the next theme, but this conversation can provide early exposure to the future topic.



4. TEACHER SAY: I appreciate that you have seen the uniqueness that is all around us. As you take time to research today, think about the uniqueness of the city you are studying. Let's look at the next page in our student books, What is Unique About This City?

I wonder if there is something unusual about the buildings or the landscape. Maybe art and music contribute to the uniqueness of the area. Today will be your last day to research as a team. Use this page to stay focused on your work, so you will be ready to begin writing your picture book during our next lesson.

TEACHER DO: Review directions with students. Answer any questions students may have and provide the time frame and resources for their work. Have students choose another new city to study,

and work in the new Expert groups. Allow about 20 minutes for research and then 10 minutes to share among their working groups. Walk around, guiding students as needed.



 **STUDENTS DO:** Work collaboratively on research, then share findings with working group.

5. **TEACHER SAY: We learned about interesting places and economic activities. Something else that makes cities unique is the type of music they listen to. People like to have fun when taking a trip, and one thing that can be fun is music. Show me a Thumbs Up if you like music.**

STUDENTS DO: Respond.

TEACHER SAY: Do any of you play a musical instrument?

TEACHER DO: Allow students to share musical activities with the class, including naming various instruments, demonstrating how to hold the instrument (using the imagination since many instruments are not available in the classroom), and providing information such as how long he or she has been learning to play, favorite songs to play, etc. If no one in the class plays an instrument or sings, allow students to share about members of their family that do.

 **STUDENTS DO:** Share experiences with musical instruments.

TEACHER SAY: Egypt has a rich tradition of music. Let's listen to a few short examples.

TEACHER DO: Play a few short excerpts of music from various regions (see Preparation note), asking students if they can identify the type of music, region where it is from, or the instruments used. If no music recordings are available, skip to the next step in the lesson.

6. **TEACHER SAY: Different styles of drums in particular are an important part of our musical heritage. Did anyone have a darbuka performance on their list of things to do on our trip?**

 **STUDENTS DO:** Respond as appropriate.

Note to Teacher: Depending on whether darbukas are commonly used in your area or community, adjust the conversation and learning experience below to take into account students' prior knowledge and local experience. If percussion instruments are available, pass out a few and describe how you want students to take turns, otherwise the rest of this lesson can use desks or tables as "drumming surfaces."

TEACHER SAY: Let's experience one of our traditional drum beats today. Throughout the year we have been learning about patterns in weather, the night sky, our daily routines, and math. Today, we are going to learn a traditional drum pattern, which we call a Malfuf rhythm. If anyone plays the darbuka already, can you demonstrate a Malfuf rhythm?

TEACHER DO: Allow students who are interested in or exposed to drumming outside of school to demonstrate the Malfuf or other rhythms as you count to 10 (so that they know when to stop). As drumming on tables is likely to get loud during the remainder of the lesson, it may be useful to establish a hand signal or whistle that means, "quiet hands, quiet mouths, eyes on me." Use this signal before each new instruction or question.

TEACHER SAY: We will be learning a simplified version of this rhythm today, but I am looking forward to hearing what you can do. First, we need to learn three different sounds that are made on a darbuka. The first sound is a deep one, it is the bass. When we talk about rhythms, we often use spoken syllables to describe the sound. This sound will be called "dum." It is made by hitting the middle of the drum face with most of your right hand, palm down, making a low sound. Let's practice quietly making this sound on the table. See if you can keep a slow, even pace.

TEACHER DO: Model a measured, even pace (approximately one beat per second) in contrast to a random pace.

 **STUDENTS DO:** Practice making a whole-handed "dum" on the table.

TEACHER SAY: Now let's all try to keep the same pace, and we will count to 8 as we drum.

 **STUDENTS DO:** Practice eight “dums” at a measured pace, in unison.

TEACHER SAY: We have a good start. We will call the second sound we learn a “ta.” To make this sound, you will hit only the top half of your fingers on the edge of the table. The sound should be slightly higher than the “dum.” You are still using your right hand.

 **STUDENTS DO:** Practice using the fingers on the right hand to make a higher “ta” sound.

TEACHER DO: If the sound is not distinguishable from the “dum,” have students turn over their hands to tap the top of their fingers on the edge of the table, palms facing up. In this position, the fingernails should make the sound higher. Have students repeat “takking” at a measured pace while counting to 8, then ask them to tap twice as fast, still at an even pace.

 **STUDENTS DO:** Practice “takking” at the same pace while counting, then repeat twice as fast.

TEACHER DO: Model combining the two sounds in the following pattern: dum – ta – ta, where the dum is a slow note (representing a half note, or 2 counts), and the tas are "twice the speed (representing quarter notes, or 1 counts). The dum is double, or twice as long as, the ta." Ask students to repeat the pattern. Draw the pattern in music notes on the board so that students begin to associate the speed of the rhythm with written music:



 **STUDENTS DO:** Practice the combined pattern.

Note to Teacher: If students have experience drumming or the full Malfuf rhythm, allow them to perform briefly for the class. If students show enthusiasm for learning rhythm and pick up this pattern quickly, encourage them to improvise by alternating this rhythm with another pattern, (such as four slow dums, then the dum – ta – ta). To demonstrate the connection between music and computational thinking, see if students can write out four to eight sets of their alternating patterns, then devise a “shortcut” or more efficient way of writing down the alternating patterns. Recognizing patterns and creating efficiencies are key skills in computational thinking.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: We have experienced a common pattern of Egyptian music. Some people say that “music is the universal language.” What do you think that means?

TEACHER DO: Lead the discussion, encouraging students to give examples of the types of music they like and music that other family members like. (For example, perhaps their parents like different music than their siblings.)

 **STUDENTS DO:** Share ideas.

Lesson 8 Overview

LEARNING OUTCOMES	MATERIALS	LIFE SKILLS

LEARNING OUTCOMES

Students will:
- Review expectations and goals for Share project.
- Organize and determine information to be used in writing.
- Compose writing using information from research.

MATERIALS

- Student book
- Pencils
- Crayons or colored pencils
- Chart paper or board
- Markers

LIFE SKILLS

Learn to Work

Productivity:
- Setting clear goals.

Learn to Be

Self-Management:
- Segment goals into specific steps.

PREPARATION

Have available resources for students to reference as needed. If using computers for the writing, introduce the applications to be used and expectations for their use.

Within their working groups, pair students together to produce their picture books. If there is an uneven number of students in any group, allow three students to work together and challenge them to make their book slightly longer.



Share (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: **Today we will start work on our picture books. You will work with a partner to create your books. Do you think you have all the information you need to complete a picture book about the people and the cities we will visit on our imaginary tour along the Nile?**



STUDENTS DO: Respond with what is still needed or how they can help others.

TEACHER SAY: **I have confidence that you are all ready and will write and illustrate some beautiful books. You have your student books to help you. You have been able to write important ideas you want to include about each city. You can also use the resources around the room if you need to.**

TEACHER DO: Point out any resources that can be used.



CHAPTER 2 CITIES AND PEOPLE OF THE NILE

MY SELF-ASSESSMENT

Read each statement. For each row, color the stars in the box that describes your effort.

	☆	☆☆	☆☆☆
Academic Content	☆ I can identify information about cities in Egypt with help from the teacher or a classmate.	☆☆ I can identify accurate information about cities in Egypt.	☆☆☆ I can identify accurate and especially engaging information about cities in Egypt.
Quality of Performance	☆ I can create a book page that includes visuals and text, but it is not detailed or carefully rendered.	☆☆ I can create visuals and text that are neat, detailed, and well written.	☆☆☆ I can create unique visuals that are exceptionally neat, detailed, and well written.
Life Skills	☆ I can use a checklist to make sure I include all required elements with help.	☆☆ I can independently use a checklist to make sure I include all required elements.	☆☆☆ I can independently use a checklist to make sure I include all required elements and create checklists for myself for other tasks.

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2.TEACHER SAY: **Before we begin working, let's look at the rubric we will be using for this Share project. Turn to the page, My Self-Assessment. Read along with me as we review together.**

TEACHER DO: Guide students through the expectations as outlined by the rubric. Answer any questions students may have.

TEACHER SAY: **Now that you know your goals, let's begin by meeting with your partner. As soon as everyone is ready, I will give you directions.**



STUDENTS DO: Collect crayons or colored pencils, pencils, and student book and sit with writing partner.

TEACHER SAY: **Let's think first about the cities you will be writing about. One of you will write about the first three cities, including our hometown, and the other will write about the**

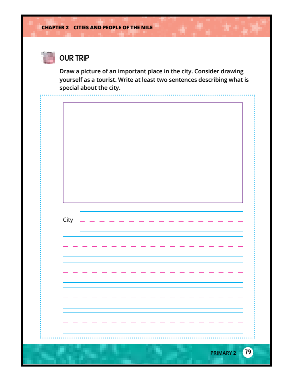
last three cities visited. Please repeat these directions to your partner. Decide who will write about the first three cities and who will write about the last three cities.



 STUDENTS DO: Discuss and determine each student's assignment.

3.TEACHER SAY: **What pages in your student books will help you remember what you have researched and learned about each city?**

 STUDENTS DO: Identify the page titles where they have recorded information about the economic activities, tourist sites, and unique aspects of the cities.



CHAPTER 2 CITIES AND PEOPLE OF THE NILE

OUR TRIP

Draw a picture of an important place in the city. Consider drawing yourself as a tourist. Write at least two sentences describing what is special about the city.

City

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TEACHER SAY: **Wonderful. We are ready to begin. Turn in your student book to the first page titled, Our Trip. Read the directions to yourselves. Please notice there are three pages to complete your picture book.**

 STUDENTS DO: Read directions and check pages.

TEACHER SAY: **You will begin by writing the story about each city. It can be a conversation like we have practiced, or it can be sentences to tell the story. Think about what is most important to share with others about each city. Then you will draw a detailed picture to make the reader of your book curious about the city.**

TEACHER DO: Answer any questions students may have at this time. Encourage students to talk together about the first pages they will write and to use the graphic organizer and their notes to plan what to write. Direct students to begin writing their first page, adding a detailed drawing after their story. Monitor students and write spelling words as needed on the board.

 STUDENTS DO: Write and illustrate a story about the first assigned city.

TEACHER DO: Provide students with a break from writing and drawing by having them share their first story with their book partner. Then, with the time remaining in the window, allow them to begin working on their second story.

4. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: **I see that you are taking pride in your work. Let's share our work with someone new. Turn to a Shoulder Partner who is not your book partner. Read your story and talk about your pictures with each other.**

 STUDENTS DO: Share writing.

Lesson 9 Overview

LEARNING OUTCOMES	MATERIALS	LIFE SKILLS

LEARNING OUTCOMES

Students will:
- Self-assess writing according to a checklist.
- Create illustrations that support writing.
- Design a book cover that represents the imaginary tour.

MATERIALS

- Student book
- Pencils
- Crayons
- Chart paper or board
- Markers
- Scissors

LIFE SKILLS

Learn to Live Together

Sharing:
- Effective management and organization of tasks.

Learn to Be

Self-Management:
- Segment goals into specific steps.

PREPARATION

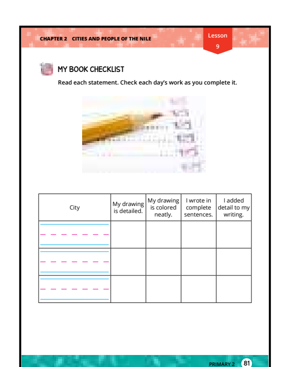
Determine how groups will share their picture books during Lesson 10 and who the audience will be. Options include other groups in the classroom, parents, or another class that is available to join you for this window.

Be prepared to show students a variety of picture books with colorful and informative covers, ideally ones that include the title, author, illustrator, and so on.



Share (90 minutes)

Directions



1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: **In our last lesson, you were able to begin your picture books. Before we start working today, let's review our work. Find the page, My Book Checklist in your student book. Put your bookmark on the page when you find it.**

 STUDENTS DO: Bookmark the page.

TEACHER SAY: **Let's use this page to check our work. Read carefully through the work you completed yesterday. When you finish reading the page, use the checklist to review your own work.**

 STUDENTS DO: Use the checklist to review work.

TEACHER DO: Walk around, helping students as needed. Reference the spelling words listed on the chart in the previous lesson and add words throughout the day as needed.

2.TEACHER SAY: **Next, let's meet as partners to help each other with ideas. Today you will finish your book. Make certain each of you has the information needed to complete today's work.**

 STUDENTS DO: Discuss key details for the cities in today's writing.

 Sharing

TEACHER SAY: **Thank you for helping each other. If you have any questions while you are working, you can quietly talk with each other. Think about what you want to write and what you want to draw before you start. You can use your student book for ideas or any of the other resources we have in the classroom.**

 STUDENTS DO: Collaborate as needed.

TEACHER DO: Walk around, helping students as needed. Some students may need extra help, such as dictating the story to you and then copying it into their student books. Students should check their work using the checklist after each page is completed. Allow about 30 to 40 minutes for students to complete the final page.

3. TEACHER SAY: You have all finished your stories, but we have one more thing to do to make our books complete. Let me show you some other picture books. What is the first thing you notice?

TEACHER DO: Hold up a picture book for students to see. Show the front cover. Excite students about creating their own cover for the book.

TEACHER SAY: Yes, each of you will make a nice cover for your section of the picture book. Let's think about how we can make the cover of our books special. What do you think a book cover needs?

 **STUDENTS DO:** Respond with ideas, including color, title, and author's name.

TEACHER DO: Show students a variety of book covers. Ask students what information is learned about the story by looking at the cover. Focus on color, design, placement, and size of title and author's name.

4. TEACHER SAY: Think about your favorite part of your picture book. Turn to the next page in your student book, My City Tour. Read the directions to yourselves.

 **STUDENTS DO:** Find and read page.



TEACHER SAY: We will spend 30 minutes making a creative cover for our books. Then we will finish putting the books together in our final lesson, so they can be shared with others.

 **STUDENTS DO:** Work independently to create book cover.

TEACHER DO: As students are working on the covers of their books, circulate around the room and help students as needed. Bring students back together after about 30 minutes or when all students have finished their covers.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: I am so excited to see your picture books. I know you are ready to share your books, but we will wait until our next lesson. Today, let's share what you like best about your book. I will start with one of you and then we will Popcorn so other students can share.

 **STUDENTS DO:** Share what they like best about their picture books.

Lesson 10 Overview

LEARNING OUTCOMES	MATERIALS	LIFE SKILLS
Students will: • Support other students' learning through peer feedback. • Orally share picture books. • Self-assess chapter work.	• Student book • Pencils • Crayons • Chart paper or board • Markers • Scissors	**Learn to Be** Accountability: • Produce effective feedback.

PREPARATION

Cut out or help students cut out the pages from the student books to create a picture book. Staple, sew, and/or tape the edge to create a book. You may consider asking a parent volunteer to help you prepare the books. If feasible, invite parents or another class to join students for this lesson as they share the picture books.



Share (90 minutes)



Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: I have seen many of your picture books, and I am very excited to see them finished. Let's take a minute to talk with your writing partner. What do you need to do today to prepare to share your book with others in the class?

 **STUDENTS DO:** Reflect on work.

Note to Teacher: If pages have not yet been cut out and put together in books, take time to do this now. Parent volunteers could help to assemble the picture books. Adjust the conversation and logistics below to accommodate the audience available for sharing.

2.TEACHER SAY: Now that our books are finished, it is time for us to share. We are going to share our books with others in the class instead of the groups we have been working with. I will tell you which groups will share with each other. Then I will direct groups to a place in the room to share. Please take your student books and a pencil with you.

TEACHER DO: Direct students to the groups or guests with whom they will share their work.

 **STUDENTS DO:** Take supplies to assigned section of class.

TEACHER SAY: I have asked you to take your student book with you because you are going to help each other become better writers with 2 Stars and a Wish. You will not write in your own book. Instead, each student will give feedback to one other student in THEIR student book. That way everyone can keep the comments to read later. The "2 stars" are two things that you really liked about the student's picture book. The "wish" is for one way the book might be improved.

TEACHER DO: If needed, give examples in your classroom, using one page of a student's book. Remind students that they will be giving feedback for one person's section of the picture book and

will write their review only after the entire book has been read. Number students off within each group and tell, by numbers, who will review whose work.

TEACHER SAY: **Let's turn to the page, A Review of My Picture Book. Please place your bookmark on this page so it can easily be found later.**

 STUDENTS DO: Read directions when the page is found.

TEACHER SAY: **Raise your hand if you would like to review the directions for us.**

 STUDENTS DO: Repeat directions in their own words.

TEACHER DO: Make certain students know they are only to write in one other student's book. Further directions will be given when students have finished sharing books.

3. TEACHER SAY: **You will listen to all the stories before you write your reviews. I will call everyone together when it is time to begin writing the review. If you have time, think about the 2 Stars and a Wish you will give your friend.**

 STUDENTS DO: Read stories aloud, show illustrations, and listen to each other.

4. TEACHER SAY: **I was able to walk around and hear some of your stories. I am very proud of your work. Now it is your turn to write a review.**

TEACHER DO: Facilitate as students hand their picture book and student book to the assigned peer for feedback. Review types of comments that are helpful, and remind students to be extra careful when handling a friend's book. For example, a star could be, "I like your picture book because the picture of the museum helped me think about what was said in the story." For a wish, a comment could be, "One thing I would like to see is more description in your story."

TEACHER SAY: **Now it is time for you to write your reviews. Remember, you are writing in someone else's book. Be thoughtful and neat in your writing. We will have quiet time for everyone to finish the review.**



 STUDENTS DO: Write reviews.

TEACHER DO: Walk around the classroom, making certain students are focused on doing their best work. Bring students back together after everyone has completed their reviews.

5. TEACHER SAY: **Now that everyone has finished, please give the picture book and student book back to the owner. Then go back to your seats and read your review.**

 STUDENTS DO: Read reviews.

TEACHER SAY: **We have one final thing to do. Now that you have finished your book, shared it, and read a review, it is time for you to complete your self-assessment. Turn to the page, My Self-Assessment. We have already reviewed the expectations. Take time now to think about the work you have done.**

 STUDENTS DO: Reflect on work to complete self-assessment.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: **I hope you are all proud of the work you have done. Let's take time to congratulate others. Raise your hand if you would like to congratulate another student for their picture book or thank them for helping you in groups. Be sure to explain why you are calling on them. We will Popcorn around after I call on the first person.**

 STUDENTS DO: Thank other students.

TEACHER DO: Decide if the books will go home today or if they will be kept at school to continue sharing.

Rubric Assessment (for teacher use)

	Approaching Expectation (1)	**Meeting Expectation (2)**	**Exceeding Expectation (3)**
Academic Content	Identifies sites to visit that highlight important cultural and environmental characteristics only with help. *Social Studies C.2.a.*	Identifies independently sites to visit that highlight important cultural and environmental characteristics. *Social Studies C.2.a.*	Identifies sites to visit that highlight important cultural and environmental characteristics and shares them in a unique way. *Social Studies C.2.a.*
	Creates artwork but does not accurately represent the unique culture and people of the illustrated city. *Visual Arts A.3.f.*	Creates artwork that accurately represents the unique culture and people of the illustrated city. *Visual Arts A.3.f.*	Creates exceptional artwork that accurately represents the unique culture and people of the illustrated city. *Visual Arts A.3.f.*
	Writes about multiple cities on the tour but offers few or inaccurate details about each place. *Writing C.1.a.*	Writes about multiple cities on the tour, including important and accurate details about each place. *Writing C.1.a.*	Writes about multiple cities on the tour, including interesting, accurate, and important details with above grade-level complexity or vocabulary. *Writing C.1.a.*
Quality of Performance	Includes interesting locations in the book and presents them in a way that appeals to travelers only with help.	Includes interesting locations in the book and presents them in a way that appeals to travelers.	Includes interesting locations in the book and presents them in a way that appeals to, informs, and engages travelers.
	Creates artwork that is not very neat or does not match the text.	Creates artwork that pairs well with the text and is neat and well organized.	Creates artwork that pairs well with the text and is exceptionally neat and creative.
Life Skills	Works with a classmate to plan and improve a book but may have difficulty being cooperative or helpful.	Works cooperatively with a classmate to plan and improve a book.	Works cooperatively with a classmate to plan and improve a book while serving as a leader and assisting others.
	Needs help to use a checklist to ensure that all steps of a process have been completed.	Uses a checklist independently to ensure that all steps of a process have been completed.	Uses a checklist independently to ensure that all steps of a process have been completed and helps peers to use the checklist effectively.

PRIMARY 2

Multidisciplinary

HOW THE WORLD WORKS

Chapter 3: Life Along the Nile

Chapter Overview

Life Along the Nile

COMPONENT	DESCRIPTION	LESSONS
Discover	Students review their understanding of people and places along the Nile. Students are introduced to the Share project in which they will work as teams to design a new city or community. Students discover how they can be stewards in the community.	2
Learn	Students learn about the importance of water and its conservation, both for humans and for animals. Students create a conservation plan. Working together in teams, students identify a community problem to solve and present solutions in a poster.	6
Share	Students collaborate to build a model city. Students then share their posters and model cities and assess their own learning.	2

Connection to Issues



Non-Discrimination: We are all alike, and yet we have differences. We can appreciate and talk about how we are the same and different. We can work together and be cooperative and collaborative.

Citizenship: We belong. We are part of our communities, country, and the human family. We all have rights and we all have responsibilities.

Environment and Development: Our earth and environment need to be sustained. We can appreciate and care for the environment as a community.

Life Skills Addressed



DIMENSION	DESCRIPTION
Learn to Know	**Creativity:** • Organize parts to form a new or unique whole. **Critical Thinking:** • Define relationships between different objects.
Learn to Work	**Collaboration:** • Respect for other opinions. • Productivity: • Setting clear goals.
Learn to Live Together	**Respect for Diversity:** • Solicit and respect multiple and diverse perspectives to broaden and deepen understanding. **Sharing:** • Effective management and organization of tasks.
Learn to Be	**Self-Management:** • Segment goals into specific steps. **Accountability:** • Provide effective feedback. **Communication:** • Good listening. • Self-expression. • Reading, writing, non-verbal communication skills.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

F. Reading Comprehension: Informational Text

1.b. Ask and answer questions (who, what, where, when, why, and how) about key details in a text.
5.b. Distinguish how specific images (such as diagrams or graphs) provide information.
8.a. Read and comprehend informational text at appropriate difficulty level for Primary 2.

WRITING:

A. Foundational Skills

1.a. Write complete sentences.

SPEAKING AND LISTENING:

A. Foundational Skills

3.a. Use audio, digital, and visual media (drawings or displays) in presentations.

MATH:

D. Measurement and Data

1.a.2. Measure to determine how much longer or shorter one object is than another, expressing the difference in centimeters or meters.

SCIENCES:

A. Skills and Processes

1.e. Differentiate between opinion and evidence.

B. Earth and Space

1.e. Identify where water is located on Earth and classify sources as solid or liquid.

D. Physical Science

1.i. Investigate ways to change the movement of an object (such as surfaces, ramp variables, blocking a path).

SOCIAL STUDIES:

A. Citizenship

1.d. Describe ways that people show belonging to the homeland or a culture.
1.e. Identify concerns in the local community (such as safety issues and pollution problems).
1.g. Identify ways in which citizens can volunteer to solve problems in their communities.

B. Environment, Society, and Culture

1.a. Describe multiple ways that communities use the Nile River as a resource.
1.b. Describe ways in which individuals and groups use and consume water.
1.j. Propose creative solutions to solve a problem in one of the Egyptian environments.

C. Understanding the World from a Spatial Perspective

2.a. Identify defining cultural and environmental characteristics of various regions.
2.b. Describe the resources available and the benefits of resource diversity in the local region.

D. Human Systems

1.b. Explain how technology makes it easier for humans to satisfy wants and needs.
2.c. Identify examples of specialized workers who provide services in the community.

VISUAL ART:

A. Producing Visual Art

2.c. Repurpose objects from the surroundings to make something new.
3.f. Produce a work of art to represent the culture, clothing, customs, language, professions, or traditions unique to the local community/region.

ECONOMICS AND APPLIED SCIENCES:

D. Managing Individual and Family Resources and Rationing Consumption

2.a. Identify practices of conserving family resources (such as water, food, electricity).
2.b. Identify benefits of conserving and/or rationing resources and how this impacts the environment.

VOCATIONAL FIELDS

A. Career Social Skills and Preparation

4.a. Describe various occupations and explain the importance of various professions in the community (such as industrial, agricultural, commercial, hotel, and tourism).
4.c. Analyze how various professions protect and conserve the environment.

INFORMATION AND COMMUNICATION TECHNOLOGIES:

C. Technological Production Tools

1.a. Use digital technologies (such as a computer) appropriately to support learning.
1.c. With support, use digital sources to search for and collect content to answer a specific question.
2.a. Use a variety of age-appropriate digital tools (such as a drawing program or presentation software) to communicate and exchange ideas.
2.b. Design digital projects that suit students' interests and capacities.

CH 3 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	DISCOVER: **Students will:** • Review learning in How the World Works. • Discuss similarities and differences using photographic evidence. • Identify and accept diversity among people and places.
2	DISCOVER: **Students will:** • **Brainstorm** important components of cities. • Imagine ways to help the community.
3	LEARN: **Students will:** • Identify and discuss local water sources. • Describe how people and animals use water. • Enumerate sources of water for people and animals. • Experiment with water filtration.
4	LEARN: **Students will:** • Discover what an aquatic biologist does. • Investigate the aquatic ecosystem of the Nile River. • Develop an understanding of the importance of good water quality. • Devise a plan to help keep local water sources clean.
5	LEARN: **Students will:** • Determine a pattern from chart data. • Identify ways to conserve water and energy.
6	LEARN: **Students will:** • Design a plan for a model city. • Consider how the different parts of a city can be arranged.
7	LEARN: **Students will:** • Plan how the assigned part of the city can help conserve water or electricity. • Provide effective feedback to peers.
8	LEARN: **Students will:** • Utilize peer feedback to improve writing. • Set specific goals to complete assigned tasks.
9	SHARE: **Students will:** • Cooperate to build a model city. • Reflect upon communication and cooperation skills.
10	SHARE: **Students will:** • Present Share project as a team. • Assess own learning and contribution as a team member.

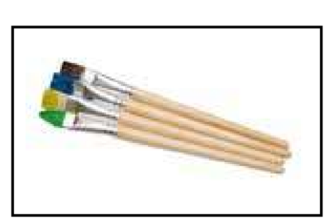
Materials Used

Student book	Pencils	Crayons	Chart paper
Markers	Plastic water bottles	Gravel	Sand
Cheesecloth	Coffee filters	Water	Dirt
Food coloring	Rubber bands	Paper cups	Rulers
Scissors	Paint	Construction paper	Cardboard

Recyclable materials



Paint brushes



Glue



Blocks



Clay



City model

Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Review learning in How the World Works. • Discuss similarities and differences using photographic evidence. • Identify and accept diversity among people and places.	• Diverse	• Student book • Pencils • Crayons • Chart paper or board • Markers

PREPARATION

To prepare for Lesson 3, ask students to bring in empty water bottles by Lesson 2. The water bottles need to be cut in half (across the middle, separating top from bottom) by an adult prior to beginning Lesson 3.

Note to Teacher: In this chapter, students will work in teams to create aspects of a model city. They will need recycled materials, including small cartons and boxes. One piece of large cardboard or heavy paper (approximately 1.25 m x 2 m or larger) will be used as a base for the model city. Determine ahead of time which students will work in each of six groups.

LIFE SKILLS

Learn to Be

Communication:

- Good listening.

Learn to Live Together

Respect for Diversity:

- Solicit and respect multiple and diverse perspectives to broaden and deepen understanding.



Discover (90 minutes)

Directions

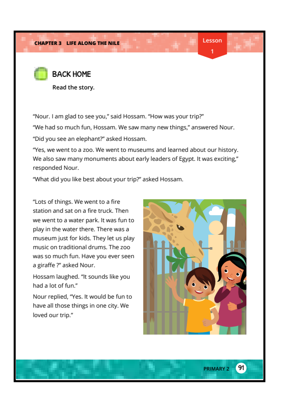
1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

TEACHER SAY: **We have been working on the theme, "How the World Works," for the past few weeks. We have given most of our attention to the Nile region. Let's review what we have been learning. What do you know NOW about how the world works? Let's start with some Think Time.**

TEACHER DO: Allow **Think Time**, then encourage students to share the many things they have learned about the world and how it works. List ideas on the board or on chart paper so students can see how much they have learned.



STUDENTS DO: Share learning with a focus on the last two chapters.



CHAPTER 3 LIFE ALONG THE NILE

Lesson 1

BACK HOME

Read the story.

"Nour. I am glad to see you," said Hossam. "How was your trip?"

"We had so much fun, Hossam. We saw many new things," answered Nour.

"Did you see an elephant?" asked Hossam.

"Yes, we went to a zoo. We went to museums and learned about our history. We also saw many monuments about early leaders of Egypt. It was exciting," responded Nour.

"What did you like best about your trip?" asked Hossam.

"Lots of things. We went to a fire station and sat on a fire truck. Then we went to a water park. It was fun to play in the water there. There was a museum just for kids. They let us play music on traditional drums. The zoo was so much fun. Have you ever seen a giraffe ?" asked Nour.

Hossam laughed. "It sounds like you had a lot of fun."

Nour replied, "Yes. It would be fun to have all those things in one city. We loved our trip."

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2.TEACHER SAY: **I am very proud of all you have learned. I know we could make our list even longer. You worked hard on designing your tour of cities on the Nile. As we move on in this new chapter, let's check in with Nour to hear how her family trip went. Please open your student book to the first page in this chapter, Back Home.**

TEACHER DO: Read the story aloud and guide students to follow along. Help students as needed with specific words. When finished, ask students to reread the story with a partner, looking for details that Nour shares about her trip.



STUDENTS DO: Read story and identify details about the trip.

TEACHER SAY: It seems as though Nour is excited about her family trip. What happened in the story that leads me to think she is excited?

 **STUDENTS DO:** Share ideas, using contextual clues.

Note to Teacher: Encourage students to share details from the story to answer the question, looking beyond explicit examples (such as use of the word "exciting") to her lists of many parts that she "liked best" and her sense of wonder at seeing a giraffe. Help students make connections to their own lives by asking about similar experiences they may have had.

TEACHER SAY: I agree with Nour. It would be fun to have all those things to do in one city. As we know from our research, cities can be very different. We know that in Egypt, there are small cities and large cities. Some communities are in the mountains, some are in the desert, and some are near the sea. The people in these cities all have different experiences. How might life in these cities be the same or different?

 **STUDENTS DO:** Imagine differences and similarities of life in different cities.

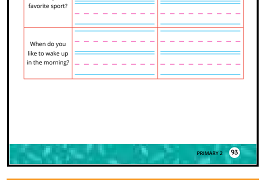
3. TEACHER SAY: We have been learning a lot about the differences in cities, cultures, and people. Let's learn a new word: DIVERSE. We are all different from each other. Cities along the Nile are different from each other. We are diverse. The cities in our nation are diverse. What do you think the word DIVERSE means?

 **STUDENTS DO:** Share ideas.

TEACHER DO: Respond to student ideas with suggestions, clarifications, or corrections as needed so that they begin building an understanding of the word DIVERSE.

TEACHER SAY: Let's record what we know about this word before moving on. Turn to page Vocabulary: Diverse in your book and fill out the chart with a Shoulder Partner.

 **STUDENTS DO:** Complete the standard vocabulary chart for the new word.





4. TEACHER SAY: Even within our classroom, we are different in many ways and similar in others. Let's learn more about our own similarities and differences and have some fun. Turn to the next page in the student book, Celebrating Differences.

TEACHER DO: Read the directions aloud. Provide a few minutes for students to answer each question for themselves. Then, prompt students to walk around the room to find others with different answers. Students should find a different person for each question. The focus for this activity is for students to acknowledge and appreciate differences among themselves. Bring students back together after 10 minutes, or adjust the timing as needed.

STUDENTS DO: Rotate through classroom, talking and sharing with each other.

TEACHER SAY: Listening to your conversations makes me realize how different and similar we are at the same time. We have been discovering and researching other communities. In this chapter, we will be designing our own new community. We will work to include something for all of us. Talk to the others around your table. What is one thing you learned in the last two chapters that you would want to include in your new community?

 **STUDENTS DO:** Share ideas, reflecting on what was learned in prior research.

TEACHER SAY: Now, turn back to your table and answer one more question. What is the number one, or most important thing, you would want to include in a community that you design? We will share in just a few minutes, so listen carefully to each other's ideas.

TEACHER DO: After discussing in small groups, bring students together for a whole group discussion. Invite students to have a conversation of ideas. Take all ideas and encourage students to build ideas, one upon another. This is a time to engage students in creative thinking.

 **STUDENTS DO:** Share ideas, build on one another's ideas.

5. TEACHER SAY: I enjoy hearing your ideas. We all think differently, and I appreciate how you listen to each other. There are so many things a city needs, and so many things that make living in a city special. In your Share project, you will work in teams to design one aspect of a model city. Our city will include important businesses and services, as well as places that children like to visit and roads to move from place to place. What questions do you have about designing a city? Share with a Shoulder Partner.



STUDENTS DO: Share questions with partners.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER DO: As time allows, select student pairs to share a few questions, providing answers as possible about the logistics of the project and taking note of content-based questions that can be addressed later in the chapter.



STUDENTS DO: Share questions with the class.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • **Brainstorm** important components of cities. • Imagine ways to help the community.	• Steward	• Student book • Pencils • Crayons • Chart paper or board • Markers

PREPARATION

Preparation: Remind students to bring in empty water bottles for the next class. Ideally, gather the water bottles ahead of time so that they can be cut in half by an adult prior to beginning Lesson 3.

Prepare four charts and hang around the room. Each chart will have a different question that students will answer:

- What does every city need to keep its people safe?
- What jobs and businesses will be available in our city?
- What services do people need in a city?
- What kinds of things do children need and enjoy in a city?

Decide how to group students to read and write on posters. Provide one or two markers for each poster.

LIFE SKILLS

Learn to Work

Collaboration:

- Respect for other opinions.

Learn to Be

Communication:

- Good listening.
- Self-expression.



Discover (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: **We talked in our last lesson about diversity. Even though we are alike in many ways, we know we are also different. How might diversity affect our needs and wants in a city? Let's Popcorn some of your ideas.**

 STUDENTS DO: Share ideas, such as different restaurants, parks, activities, services, and so on.

2.TEACHER SAY: **We will be building a model of a city as our Share project. Let's talk about how these ideas will affect building a model city. First, let's use Think Time to consider our own city. How does our city meet the diverse needs in our community?**

 STUDENTS DO: Use **Think Time** to clarify ideas.

TEACHER SAY: **Share a few of your ideas or examples with your Shoulder Partner.**

 STUDENTS DO: Share how the city meets diverse needs.

3.TEACHER SAY: **As we design our cities, we will keep these ideas in mind. Let's discover some other things that are important to a city. We will start with what we collectively know as a class. I have put four posters around the room, with a question on each of them. On each one, you will have a chance to record some ideas about the question. This way, we can all have a chance to share. Before writing on the poster, one member of the group should read aloud what previous groups have written. If you agree that something already written on the poster is important, add a star next to that idea. Your comments will be added as a group, so it will be important to**

discuss your ideas together before writing on the chart. If you have any questions, Ask 3 Before Me, please.

TEACHER DO: Show students the charts hung around the room and read the question on each. Pause briefly after reading each so students have time to think about the question. Divide students into groups to rotate around the room. Have each group choose a recorder who will write the group's answers on the charts. If more than one student wants to record, encourage groups to switch recorders when they rotate to a new poster. Review any specific rules for behavior and for writing on the chart. Allow about three to four minutes at each poster, depending upon student engagement levels.





STUDENTS DO: Rotate in groups to write ideas on four posters. Read and listen to each other's ideas before recording thoughts.

TEACHER DO: Circulate around the room and listen to groups' conversations. Pay special attention to how students encourage others to be involved in the discussion, and begin a list of examples that you overhear. Rotate students through all the poster stations.

TEACHER SAY: Now let's take a Gallery Walk so that we can read each other's ideas and learn from each other.



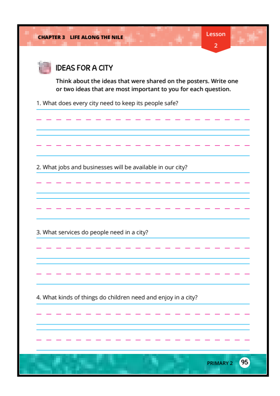
STUDENTS DO: Gallery Walk to review all comments and ideas.

TEACHER SAY: I see so many ideas on the charts. Let's share some of the ideas you wrote.

TEACHER DO: Review and summarize the charts. Read aloud the ideas with multiple stars as well as a few that are especially important or creative. Highlight important services such as fire department, police, school, library, and others that are essential in a community.

TEACHER SAY: I also noticed how well you were working together. Throughout this chapter it will be important to listen and communicate ideas clearly. Here are some ways I heard you communicate to each other.

TEACHER DO: Read the encouraging comments you overheard and recorded.



4. TEACHER SAY: I hope to hear many more of these positive comments as we work through the chapter. Now that we have all shared ideas, let's begin to narrow down which ideas are most important. Open your student books to Ideas for a City. Read the directions and take out the supplies you need.



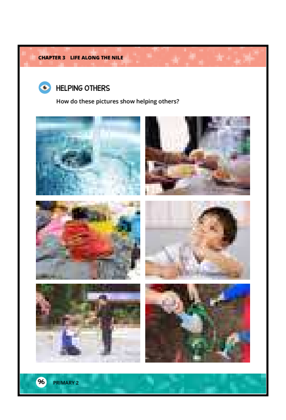
STUDENTS DO: Open student books, take out pencils, and read directions.

TEACHER SAY: This page gives you space to record the ideas you think are most important for the city you are designing. You will complete this page on your own. Try not to just write down every idea you originally shared on the charts. Even though you may have added one idea to the charts, you may have found or heard something new from a friend that is even more important to you. If you have a question, or would like to go back to a chart to look at the ideas posted, please do so.

TEACHER DO: Walk around to support students as needed. Bring students back together after everyone has had time to complete the work.



STUDENTS DO: Reflect on and prioritize class ideas, recording two ideas per chart in student books.



5. TEACHER SAY: I appreciate that you put so much thought into writing your ideas. We will add to these ideas later. Now, let's think more about what people in our community might need. To help us get started, let's look at the next page in our student books, Helping Others.



STUDENTS DO: Turn to the page and read directions.

TEACHER SAY: In every community there are ways individuals can help that community. For example, if there is trash outside, we can pick it up. Let's look at the pictures on this page. How do the images represent ways to help our community? Talk with the others at your table.



STUDENTS DO: Generate ideas in small groups.

TEACHER DO: Guide students in a whole group discussion after they have had some time to think through the page in small groups. This process will lead students into the next segment of determining what they can do today to help the community. Use probing questions such as:

- What do you think about when you see the running water?
- How is serving food helping a community?
- What is the boy writing? Could he be writing to someone? Why?
- I see a stack of clothing. What could this represent? (giving to others, and so on)
- How does gardening help a community?
- The two boys at the bottom of the page are talking with each other. What do you think they are doing?

Note to Teacher: The goal of this activity is for students to think about their community and what children can do to help a community by helping others in small ways. There are no right or wrong answers, so encourage all responses.

TEACHER SAY: What I hear is students who remember what it means to be a steward. We learned about being a steward earlier this year. Let's refresh our memory. What does it mean when we say we are stewards to the environment or stewards in our community?



STUDENTS DO: Share definitions of being a steward from memory.

TEACHER SAY: Very good. These pictures include some good ideas. Can you think of other examples of how you can be a steward?

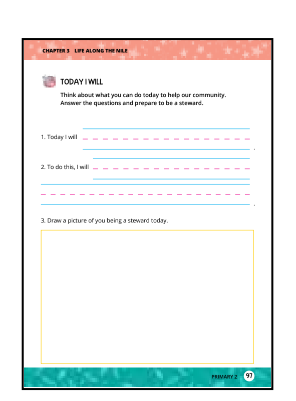


STUDENTS DO: Share examples of being stewards.

6. TEACHER SAY: You have great ideas. We will keep these ideas in mind as we design our city. I wonder, though—what can we do TODAY to help our own community? Share ideas with a Shoulder Partner. You may think about our school community or our city. And remember, it can be something very simple.



STUDENTS DO: Share ideas such as save water, help each other, and be kind to each other.


CHAPTER 3 LIFE ALONG THE NILE

TODAY I WILL

Think about what you can do today to help our community. Answer the questions and prepare to be a steward.

1. Today I will

2. To do this, I will

3. Draw a picture of you being a steward today.

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TEACHER SAY: Thank you for sharing your ideas. Let's record what each of us will do today to help our community. Please turn to the next page in the student book, Today I Will. Read the directions with your Shoulder Partner.



STUDENTS DO: Read, consider, and record a pledge to be a steward in the community.

Note to Teacher: This student book page can be completed as a whole class, in partners, or as individuals. If possible, guide students to think of something that they can do as a classroom community, such as picking up litter, saving water, recycling, and so on. If a group project is selected, take time to do it together at the end of the lesson if possible.

TEACHER DO: Guide students to determine how they will be stewards today and to complete the page.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: Let's share what you have chosen to do today. We will Shake It Share It High Five.



STUDENTS DO: Share their plans with one or two other students.

Lesson 3 Overview

LEARNING OUTCOMES

Students will:

- Identify and discuss local water sources.
- Describe how people and animals use water.
- Enumerate sources of water for people and animals.
- Experiment with water filtration.

KEY VOCABULARY

- Continents
- Cycle
- Irrigation
- Replenish

MATERIALS

- Student book
- Pencils
- Crayons
- Chart paper or board
- Markers
- Plastic water bottles (approximately 350-600 ml)
- Gravel
- Sand
- Cheesecloth or equivalent
- Coffee filters or paper towels
- Water
- Dirt
- Food coloring
- Rubber bands or string
- Paper or plastic cups

PREPARATION

Set up stations for the experiment prior to class. The experiment uses plastic water bottles (cut in half) as the filtration system. Three different systems are to be built: one using pebbles, one using sand, and one using a coffee filter (or paper towel). Set up one type of filtration system per station. To reduce queuing time, set up as many stations as your classroom permits, for example: three of each type of system.

To prepare the filtration systems: Place a small piece of cheesecloth or other fabric with very loose weave over the opening in each water bottle where the cap normally goes. Secure with a rubber band. Turn the top half of the bottle upside down and place in the bottom half. For filtration system one, place some gravel in the top half; for filtration system two, place some sand in the top half; for filtration system three, line the top half with a coffee filter or a paper towel.

Prepare the "dirty water" solution (dirt, food coloring, little pieces of sticks, tiny rocks, or other small objects that float [debris] and water) in gallon jugs. Each station will need a jug of dirty water. At the end of the experiment, the filtered water can be recycled back into the dirty water container.

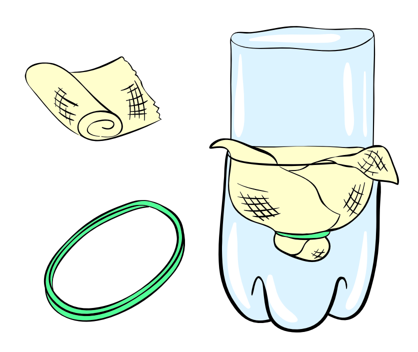
At each station, place a card that says: Fill plastic cup with dirty water from the jug. One student will hold the filtration system steady. Another student will slowly pour the water into the filtration system. After you record your observations, dump the water from the filtration system back into the dirty water container.

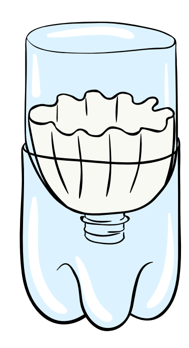
LIFE SKILLS

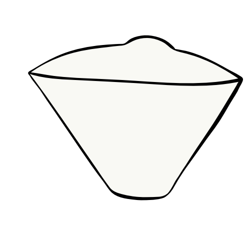
Learn to Know

Critical Thinking:

- Define relationships between different objects.









Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: **In the last lesson, we decided how to be a good steward of the environment in our community. Please share what you decided to do and why.**

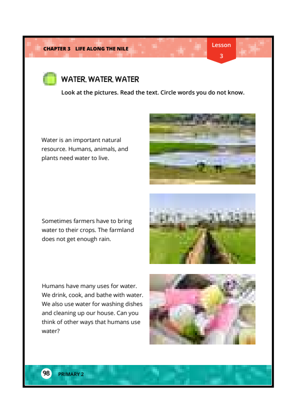
TEACHER DO: Choose a student to start the discussion, then **Popcorn**. Encourage students to consider additional ways that they could help their community.

 STUDENTS DO: Discuss practical ways to be stewards.

TEACHER SAY: **It always feels good to help others. Part of being a good steward of the environment is caring for the community's resources. What do you think I mean by "resources?"**

TEACHER DO: Choose a student to start the discussion. Help students understand that people (time, work), places, and things can all be resources. Prompt students to remember prior learning about resources in Primary 1 as they studied how goods are made.

 STUDENTS DO: Discuss the term RESOURCES.



2.TEACHER SAY: **One of our most valuable community resources is water. Earlier in the year we talked about the many ways that communities use water. In order to drink, cook, and wash with water, the water needs to be clean. Today we will do an experiment to learn how communities manage the resource of water. Please turn in your student books to Water, Water, Water. Read the directions to yourself, and then we will read the passage together.**

TEACHER DO: Choose three students to read, one for each paragraph.

 STUDENTS DO: Read along.

TEACHER SAY: **Let's start our discussion with a brief review. What are some of the ways that we use water in our lives?**

TEACHER DO: Choose a student to start the discussion and **Popcorn** until ideas are exhausted. Record the ideas on the board. As students exhaust domestic uses of water, prompt them to consider other uses around the community, such as agricultural and commercial uses.

 STUDENTS DO: Share ideas.

3.TEACHER SAY: **That was a very good discussion. We are beginning to understand the important role that water plays in our lives and why it is an important resource for our communities. Since we know water will be an essential part of the city we will design, let's talk about where water comes from. Let's make a list of places where we can find water in our city.**

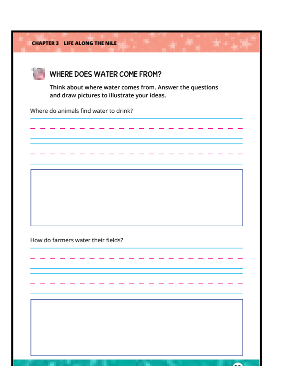
TEACHER DO: Choose a student to start the discussion and **Popcorn** until ideas are exhausted. Make a list on the board of places named to find water for the various uses. These places could include natural places, like a river or a puddle, or human structures, like a water tower or water faucet.

 STUDENTS DO: Share ideas.

TEACHER SAY: **These are all very good ideas. Let's see if we can categorize which water sources on our list are part of nature and which are made by humans.**

TEACHER DO: Use **Calling Sticks** to choose students to sort out the items on the list. Note categories on the recorded list, such as circling every source that is made by humans, or labeling each source with an H (human-made) or N (natural).

STUDENTS DO: Share ideas on how to categorize water sources.


CHAPTER 3 LIFE ALONG THE NILE

WHERE DOES WATER COME FROM?

Think about where water comes from. Answer the questions and draw pictures to illustrate your ideas.

Where do animals find water to drink?

How do farmers water their fields?

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4. TEACHER SAY: Very good. Now let's apply our learning to how the world works. Please turn in your student books to Where Does Water Come From? Work with your Shoulder Partner to read and follow the directions. If you have a question, raise your hand, and I will help you.

TEACHER DO: Help students as needed.



STUDENT DO: Apply understanding of water sources to real life uses.

TEACHER DO: When students have completed the exercise, lead a discussion about their answers. It is expected that students will have a variety of responses.

Note to Teacher: The answers to these questions may differ in various neighborhoods. The goal is for students to understand that water has to be managed. In other words, humans often have to move water to where it is needed.



STUDENTS DO: Share ideas.

5. TEACHER SAY: We are going to do an experiment to learn more about managing the water we drink. Let's follow the path of water from when it rains to when it comes out of the faucet in our homes.

TEACHER DO: Start by writing the beginning of the path (rain) on one side of the board and the end of the path (faucet) on the other. Draw a line between the two.

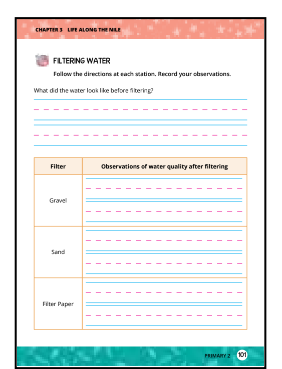
TEACHER SAY: Where does water go after it falls from the sky?

TEACHER DO: Choose a student to start the discussion and **Popcorn** until ideas are exhausted. Help students keep the places in the correct order.

Note to Teacher: You may end up with a list that looks something like: rain → river → [something, may leave blank] → home faucet. The blank spot just before home faucet will allow you to introduce the idea of a water filtration plant and the system of pipes that connects homes to the plant. In some areas, the list might feature a well or other source/intermediate facility.



STUDENTS DO: Respond with ideas.


CHAPTER 3 LIFE ALONG THE NILE

FILTERING WATER

Follow the directions at each station. Record your observations.

What did the water look like before filtering?

Filter	Observations of water quality after filtering
Gravel	
Sand	
Filter Paper	

PRIMARY 2 101

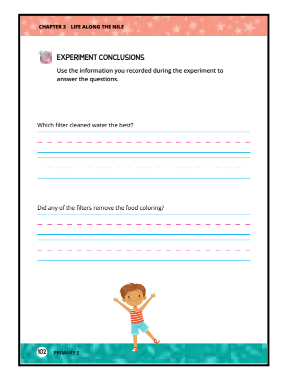
6. TEACHER SAY: We do not drink the water right out of a river or other natural source, because we need to make sure it is safe to drink. We build systems to clean the water. Today, we will learn about some ways that water is filtered before it is safe to drink. Please turn in your student books to Filtering Water and read the directions.



STUDENTS DO: Read directions.

TEACHER SAY: You will be working in groups for this experiment. Remember to take turns and work together. Before we move into stations, I want to read aloud the directions you will find at each station.

TEACHER DO: Arrange students in small groups of five to seven students, depending on the amount of supplies prepared ahead of time. Read instructions from premade cards (text provided at the beginning of this lesson). **Model** actions for students as you read.


CHAPTER 3 LIFE ALONG THE NILE

EXPERIMENT CONCLUSIONS

Use the information you recorded during the experiment to answer the questions.

Which filter cleaned water the best?

Did any of the filters remove the food coloring?

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TEACHER SAY: Are there any questions about what you will do at the stations?

TEACHER DO: Clarify if necessary, then direct students to the stations. Guide students to record observations on the student page as they complete the experiment. Groups should do the experiment with each of the three filtration systems. Pause the entire class to clarify instructions as needed.



STUDENTS DO: Conduct the experiment, recording observations.

7. TEACHER SAY: Please turn in your student books to Experiment Conclusions. Work in your groups to answer the questions.

TEACHER DO: As students work, visit groups and assist as needed.



STUDENTS DO: Complete student book page in groups.

TEACHER SAY: **Let's review your conclusions together.**

TEACHER DO: Work through each of the questions, choosing students from the different groups to share their observations and conclusions.

Note to Teacher: The food coloring is not filtered out by any of the systems, which represents the idea that not everything gets filtered out. Anything that is smaller than the holes in the filtration system will pass through. In real filtration systems, this includes chemical pollutants and some bacteria.

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: **Thank you for working hard on the experiment today. Please stay in your groups and share ideas about how you think the various filtration systems work. Discuss what was filtered out of the water by each system. Try to think together why some things get filtered out and other things do not.**



STUDENTS DO: Share ideas.

TEACHER SAY: **In our next lesson, we will talk more about the river and how it affects our lives.**

Lesson 4 Overview

LEARNING OUTCOMES

Students will:

- Discover what an aquatic biologist does.
- Investigate the aquatic ecosystem of the Nile River.
- Develop an understanding of the importance of good water quality.
- Devise a plan to help keep local water sources clean.

PREPARATION

Gather pictures of Egyptian animals that live in or near the Nile River. Post them around the classroom for students to view.

KEY VOCABULARY

- Aquatic
- Aquatic biologist
- Ecosystem
- Reptile

LIFE SKILLS

Learn to Be

Communication:

- Good listening.

MATERIALS

- Student book
- Pencils
- Crayons
- Chart paper or board
- Markers



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: **In our last lesson, we began to discuss water quality. Let's review what we learned from our water filtration experiment. Who would like to start the discussion?**

TEACHER DO: Choose a student to start the discussion. Encourage students to think beyond the obvious things that were visible during the experiment. For example, many chemicals are not visible to the eye when they are in the water. Help to heighten students' awareness that polluted water is not safe to drink.



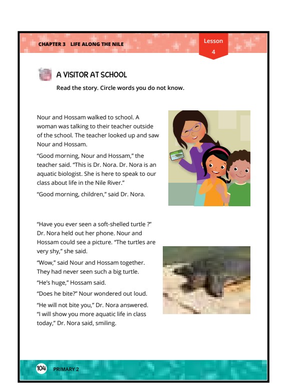
STUDENTS DO: Share ideas.

2.TEACHER SAY: **That was a very good review of the water filtration experiment. Where does most of our drinking water come from?**

TEACHER DO: Use **Calling Sticks** to choose students to respond.



STUDENTS DO: Share ideas.



CHAPTER 3 LIFE ALONG THE NILE

Lesson 4

A VISITOR AT SCHOOL

Read the story. Circle words you do not know.

Nour and Hossam walked to school. A woman was talking to their teacher outside of the school. The teacher looked up and saw Nour and Hossam.

"Good morning, Nour and Hossam," the teacher said. "This is Dr. Nora. Dr. Nora is an aquatic biologist. She is here to speak to our class about life in the Nile River."

"Good morning, children," said Dr. Nora.

"Have you ever seen a soft-shelled turtle ?" Dr. Nora held out her phone. Nour and Hossam could see a picture. "The turtles are very shy," she said.

"Wow," said Nour and Hossam together. They had never seen such a big turtle.

"He's huge," Hossam said.

"Does he bite?" Nour wondered out loud.

"He will not bite you," Dr. Nora answered. "I will show you more aquatic life in class today," Dr. Nora said, smiling.

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Note to Teacher: Adjust the following conversation according to your local area. For example, substitute the main source of drinking water if it is not the Nile River.

TEACHER SAY: **Yes, the Nile River is a very important community resource. One reason our communities should work to keep the water in the Nile clean is that we need clean, safe water to drink, cook, and clean. Humans are not the only ones who depend on the Nile River. Remember our friends Nour and Hossam? They have an interesting story to share with us today. Please turn in your student books to A Visitor at School. Read the directions to yourself, then read the passage with your Shoulder Partner. We will discuss it when you have finished reading.**



STUDENTS DO: Read the passage with **Shoulder Partner**, circling unknown words.

TEACHER DO: Review unknown words, especially the word "aquatic." Wait to review the phrase "aquatic biologist" in discussion of the story to allow students to use context clues to guess its meaning. Lead a discussion about the story to ensure and formatively assess comprehension. Return to the story to clarify and review as needed. Questions may include:

- Who is the visitor to the class?
- What do you think an aquatic biologist does? Why do you think that?
- How is the pictured turtle unique?
- What question would you ask Dr. Nora if she visited our class?

3. **TEACHER SAY: The Nile River is the soft-shelled turtle's home. Thumbs Up if you think that the water quality in the Nile River is important to the turtles.**

 **STUDENTS DO:** Respond.

TEACHER SAY: We know the water quality is important to humans because our drinking water comes from the Nile. Now we also know that water quality is important to the turtles, too. I wonder if water quality is important to anything else. Please turn in your student books to The Nile's Aquatic Ecosystem. Read the directions. We will read the story aloud together.

TEACHER DO: Choose students to read each paragraph aloud. Be ready to assist with names of animals as needed, and reinforce to the entire class that reading is a wonderful opportunity to encounter new words.

 **STUDENTS DO:** Read along as classmates read out loud.

Note to Teacher: Depending on the literacy levels of your class, also consider reading the text aloud.

TEACHER DO: Lead a discussion about the animals mentioned in the passage. Ask students to identify new words they circled in the text. Write those words on the board. Emphasize that all of the animals depend on the river to live.

TEACHER SAY: Wow. We are learning that there are many fish, birds, and other animals that also depend on the Nile River to live. Thumbs Up if you think that water quality is important to those animals.

 **STUDENTS DO:** Respond.

4. **TEACHER SAY: Before we continue our discussion, let's pause to focus on this new word, AQUATIC. We have seen it in two places so far. What do you think it means? Turn to share with your Shoulder Partner.**

 **STUDENTS DO:** Share ideas with a **Shoulder Partner**.

TEACHER DO: Choose a few students or pairs to share how they understand the word "aquatic," then facilitate a discussion to agree on a definition as an entire class (giving corrective input as needed). Write the agreed-upon definition on the board for students to copy.

TEACHER SAY: Let's capture what we have learned. Turn to the page Vocabulary: Aquatic. This time, let's all record our class definition. Then, we will complete the rest of the graphic organizer.

 **STUDENTS DO:** Complete the vocabulary page.

5. **TEACHER SAY: During the last few lessons, we have learned a lot about the need for good water quality. As community members, we can all do our part to help keep the water clean. Can you think of some ways that you—as students—can help keep our water clean?**

 **STUDENTS DO:** Share ideas.



TEACHER DO: Lead a discussion on ways that students can help keep water clean. Record student ideas on the board or chart paper. Some ideas may include:

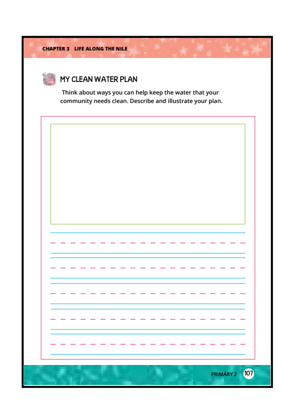
- Do not litter.
- Help pick up trash in the neighborhood.

- Organize a group to clean up trash near or in a river.
- Do not throw or pour anything into storm drains (if in an urban environment).
- Do not flush anything that does not belong in a toilet (like plastic bags or bandages).
- Dispose of everyday chemicals (such as paints) properly. Do not pour them into sink drains.

TEACHER SAY: **Can you think of any ways that adults or businesses could help keep water clean?**

TEACHER DO: Lead a discussion on ways that the other citizens can help keep water clean. Some ideas may include:

- Dispose of everyday chemicals (such as weed killer, bug killer) properly. Do not pour into drains or toilets.
- Avoid putting grease or chemicals into the kitchen drain.
- Avoid putting industrial waste into the river.



TEACHER SAY: **Those are very good ideas. Let's think more about what we can do and make a plan. A plan is the first step toward action. Please turn in your student books to My Clean Water Plan. Follow along as I read the directions.**



READ ALOUD: **Think about ways you can help keep the water that your community needs clean. Describe and illustrate your plan.**

TEACHER SAY: **Use Think Time to decide what you can do as a good community member to help keep the water clean. Write your plan on the lines, and draw a picture to illustrate your ideas in the box on the bottom. If you have any questions, raise your hand, and I will help you.**



STUDENTS DO: Write and illustrate plans.

TEACHER DO: Give students sufficient time to think of an idea, write it down, and illustrate it. Remind students to use the class list as a reference if they are having trouble thinking of ideas.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: **I see that you are coming up with wonderful ideas about how to help keep our water clean. Please turn to your Shoulder Partner and share your plans. Make sure you understand one another's plans. Think of at least one question to ask your Shoulder Partner about his or her plan. Please listen carefully to the answer.**



STUDENTS DO: Share plans and discuss.

TEACHER SAY: **In our next lesson, we will learn more about efforts to conserve water. Perhaps you might share your clean water plan with your family tonight and see what they think about your idea.**

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Determine a pattern from chart data. • Identify ways to conserve water and energy.	• Conserve • Natural resources	• Student book • Pencils • Crayons • Chart paper or board • Markers

PREPARATION

Place large pieces of blank chart paper up on the wall around the room, one for each group of approximately five to seven students.

LIFE SKILLS

Learn to Be

Communication:
- Good listening.
- Reading, writing, non-verbal communication skills.



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: In our last lesson, we talked about how important good water quality is. Let's remind ourselves why good water quality is important.

TEACHER DO: Choose a student to lead the discussion. Encourage students to summarize as many reasons as possible that good water quality is important. Be sure they remember that humans and animals need water for drinking, farmers need to irrigate their crops, some animals live in the water, others eat plants and animals that live in the water, and so forth.

 **STUDENTS DO:** Share ideas.

2.TEACHER SAY: We have talked a lot about water as a resource. Humans use water to do many things, like drink, cook, bathe. We know from earlier in the year that humans affect the environment around us. Let's think about a small city and a large city. How do you think a water source is affected by the number of people using it?

TEACHER DO: Encourage a rich discussion about the impact that populations of different sizes might have on a water source. If students focus mainly on water quality, introduce conversation about the amount of water that is used as well.

 **STUDENTS DO:** Discuss the impact of population on water sources.

TEACHER SAY: Now, let's apply these ideas to ourselves. I wonder: Do you think the population of Egypt is getting smaller or larger?

STUDENTS DO: Share ideas.

TEACHER SAY: Let's find out by looking at data. Please turn in your student books to Egypt is Growing. Read the directions, look at the pictograph for a moment, and then we will have a discussion.

 **STUDENTS DO:** Read the directions and look at the pictograph.

TEACHER DO: Lead a discussion about the pictograph. Orient students to the graph by having them identify what information is given in the title, axis labels, and key. Make sure they understand that the values on the graph represent the number of people living in Egypt for the year listed. Explain that each glass of water represents 10 million people and that each ½ glass represents 5 million people. Students should use mental math to determine the approximate population for each year (for example, counting by tens). Remind students that this will be an estimation rather than an exact number. The discussion points may include:

- Elicit from students their ideas about the pattern in the data (number of people is increasing).
- Is there any evidence to suggest that the number of people in Egypt will decrease?

Note to Teacher: Students may be familiar with the concept of a million but have not formally used a number this large in math class. For the purposes of analyzing this graph, focus on the number represented by the glasses (such as 25 in 1960), and note that the numbers have a "label" of millions. Students only need to recognize that "millions" is a very large number, and then compare the numbers as normal to find greatest and least.

 **STUDENTS DO:** Analyze the pictograph and summarize the data presented.

TEACHER SAY: You are getting very good at reading pictographs. Use our discussion to help you answer the questions in your student book.

TEACHER DO: Have students work on their own so you can formatively assess their ability to read the information presented in pictographs. Or, have students work with a **Shoulder Partner** if many students struggle to interpret the graph.

 **STUDENTS DO:** Answer questions in student books.

TEACHER SAY: As the number of people in Egypt grows, I wonder what they will need to live. What are some of the things that we will need for all of our citizens to live?

TEACHER DO: Lead a discussion on the resources that will be needed. Some ideas may be housing, food, and water. Students may think of many other things. Allow all reasonable responses.

 **STUDENTS DO:** Share ideas.

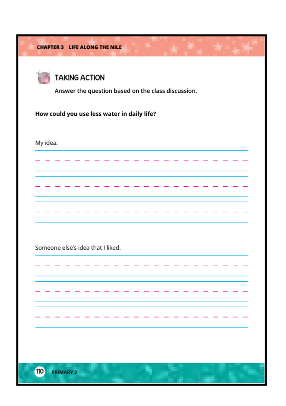
TEACHER SAY: How do you think the growing number of people in Egypt will affect our water supply?

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Let's Brainstorm a list of things that we do each day that involve water.

TEACHER DO: List the ideas on the board. Encourage students to think beyond the obvious (drink, cook, bathe) and consider other activities, such as, but not limited to, brushing teeth, watering plants, washing clothes, washing dishes, flushing the toilet, using products that are made with a process that uses water, and so forth.

 **STUDENTS DO: Brainstorm** common uses of water.


CHAPTER 3 LIFE ALONG THE NILE

TAKING ACTION

Answer the question based on the class discussion.

How could you use less water in daily life?

My idea:

Someone else's idea that I liked:

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TEACHER SAY: We certainly use a lot of water day to day. As our population grows, it will be important to not waste water. We want to make sure we have enough for everyone to use as needed. Let's take some Think Time to consider all of these activities that we listed on the board. Think of a way that you could help conserve water.

 **STUDENTS DO:** Use **Think Time** to consider ways to conserve water.

TEACHER SAY: Share your idea with your Shoulder Partner and get feedback. Then, please write your idea in your student book on the page titled Taking Action.

 **STUDENTS DO:** Share, refine, then record ideas.

TEACHER DO: Organize students into groups of five to seven students.

TEACHER SAY: Please share your ideas about how to save water with your group. When your group is finished sharing, record one idea from someone else that you really liked.

TEACHER DO: Allow students a few minutes to share ideas in small groups. Give each group a blank sheet of paper where they can organize collective ideas before writing on the chart paper.

 **STUDENTS DO:** Share ideas in groups.

TEACHER SAY: We are going to make a list together about ideas of ways to save water. Please make a list of your group's best ideas on the piece of paper that I just gave you. We will share with the whole group when you are ready. If two of you have the same idea, only write the idea once on the list.

 **STUDENTS DO:** Compile group lists.

TEACHER SAY: Now that you have your group list, choose one person to write the list on the chart paper. Stay in your groups when you have finished writing so that we can present our ideas to the whole class.

 **STUDENTS DO:** Choose one student to write the group's list on chart paper and send that person to do so.

TEACHER DO: Have groups read the ideas from their list aloud. Each time a new, unique idea is mentioned, write it on the board.

TEACHER SAY: This is terrific. Look at all of the good ideas that we have thought of for ways to save water in our daily lives.

TEACHER DO: Read the list captured from the entire class aloud.

Note to Teacher: Consider choosing one idea as a class that can be accomplished at school and implementing it together periodically.

3. TEACHER SAY: I hope you will remember some of these ideas and share them at home. We have been talking a lot about water as a resource. Energy is also a resource. Our bodies need energy for us to live, run, and play. Who remembers where we get energy for our bodies?

TEACHER DO: Choose students to respond.

 **STUDENTS DO:** Share ideas (the food we eat and drink).



TEACHER SAY: We also need energy to make electricity for technology and machines in our lives. Just like water, electricity is a resource that it is important to conserve and not waste. Please turn in your student books to Using Electricity at Home. Read and follow the directions.

 **STUDENTS DO:** Read and follow directions.

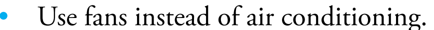
TEACHER SAY: What are some activities that we do every day that use electricity?

TEACHER DO: Choose a student to start the discussion using **Calling Sticks**. Make a list of the responses on the board.

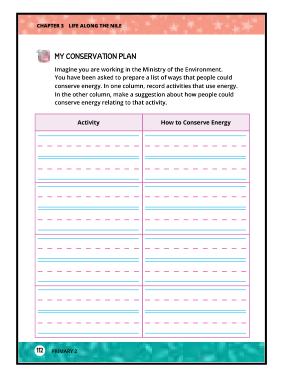
 **STUDENTS DO:** Share ideas.

TEACHER SAY: This list is a good starting point. Now let's think about ways to conserve electricity when we do all these activities—or when we're not doing them). For example, turning on lights in the house uses electricity. We can conserve electricity by turning the lights off when no one is in a room. Can you think of other ways to conserve electricity?

TEACHER DO: Choose students to respond until their ideas are exhausted. Topics might include:
- Turn off the TV when not in the room.
- Watching one fewer hour of TV or video games.
- Hang clothes to dry.



- Use fans instead of air conditioning.
- Open and close the refrigerator door quickly.



CHAPTER 3 LIFE ALONG THE NILE

MY CONSERVATION PLAN

Imagine you are working in the Ministry of the Environment. You have been asked to prepare a list of ways that people could conserve energy. In one column, record activities that use energy. In the other column, make a suggestion about how people could conserve energy relating to that activity.

Activity	How to Conserve Energy

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TEACHER SAY: **These are very good ideas. Let's make another plan for some things we can do to conserve energy by not wasting electricity. Please turn in your student books to My Conservation Plan. We will read the instructions together.**

TEACHER DO: Choose a student to read the instructions.

TEACHER SAY: **We have our list of activities that use electricity here on the board. You may choose some of those activities, or you may choose other activities that you think of that use energy. Then, you must think of a way to conserve electricity in that activity. Does anyone have any questions?**

TEACHER DO: Answer any questions. As students are working, walk around the room to see if more questions arise.



Communication

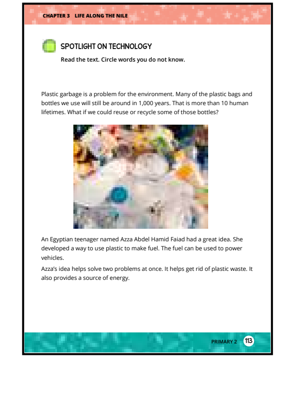


STUDENTS DO: Work on a plan to conserve electricity.

TEACHER SAY: **Now that you have put together your plan to conserve electricity, please share it with your Shoulder Partner. If you and your partner chose any of the same activities, did you think of different ways to conserve electricity?**



STUDENTS DO: Share plans to conserve electricity.



CHAPTER 3 LIFE ALONG THE NILE

SPOTLIGHT ON TECHNOLOGY

Read the text. Circle words you do not know.

Plastic garbage is a problem for the environment. Many of the plastic bags and bottles we use will still be around in 1,000 years. That is more than 10 human lifetimes. What if we could reuse or recycle some of those bottles?

An Egyptian teenager named Azza Abdel Hamid Faiad had a great idea. She developed a way to use plastic to make fuel. The fuel can be used to power vehicles.

Azza's idea helps solve two problems at once. It helps get rid of plastic waste. It also provides a source of energy.

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4. TEACHER SAY: **Thank you for working so well together. You are learning a lot about how to be a good community member by conserving water and energy. Conservation is very important. Many scientists around the world study ways to conserve water and energy. Please turn in your student books to Spotlight on Technology. Read the directions. We will read the passage aloud together.**

TEACHER DO: Choose several students to read the passage aloud.



STUDENTS DO: Read along as classmates read aloud.

TEACHER DO: Lead a discussion about the problem with plastic waste in the environment and Azza Abdel Hamid Faiad's important contribution through repurposing plastic waste into biofuels.



STUDENTS DO: Share ideas.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: **Can you believe that a student can have that much impact? Today you thought of ways to improve our community by conserving water and energy. Please turn to the students at your table and discuss what you can do at home to conserve energy.**



STUDENTS DO: Share ideas in groups.

TEACHER SAY: **I hope you will discuss energy conservation with your family tonight. In our next lesson, we will begin to work on the design for our Share projects.**

Lesson 6 Overview

LEARNING OUTCOMES

Students will:
- Design a plan for a model city.
- Consider how the different parts of a city can be arranged.

PREPARATION

Students will need an area to work that will accommodate large chart paper. Each group will require a ruler.

KEY VOCABULARY

- Draft
- Improvements
- Services

LIFE SKILLS

Learn to Work

Collaboration:
- Respect for other opinions.

MATERIALS

- Student book
- Pencils
- Crayons
- Chart paper
- Markers
- Rulers



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

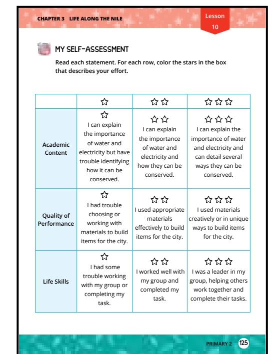
TEACHER SAY: **In our last lesson, we discussed conservation of water and energy. Let's remind ourselves of some of the ways that good community members can conserve resources.**

TEACHER DO: Offer one suggestion, then **Popcorn** so that students can share ideas.

 STUDENTS DO: Share ideas.

2.TEACHER SAY: **For our Share project for this chapter, we will be city planners. We will work in groups to design and build a model city. Each group will be responsible for a specific aspect of the city. An important part of the project will be to decide how different parts of our city can work together to conserve water and electricity. Each group will be responsible for a proposal for how their part of the city will work toward this goal. This project may sound like a lot of work, but we will approach it one step at a time. It will be fun. Thumbs Up if you are excited to design and build a city.**

 STUDENTS DO: Respond.



CHAPTER 3 LIFE ALONG THE NILE — Lesson 10

MY SELF-ASSESSMENT

Read each statement. For each row, color the stars in the box that describes your effort.

	☆	☆☆	☆☆☆
Academic Content	☆ I can explain the importance of water and electricity but have trouble identifying how it can be conserved.	☆☆ I can explain the importance of water and electricity and how they can be conserved.	☆☆☆ I can explain the importance of water and electricity and can detail several ways they can be conserved.
Quality of Performance	☆ I had trouble choosing or working with materials to build items for the city.	☆☆ I used appropriate materials effectively to build items for the city.	☆☆☆ I used materials creatively or in unique ways to build items for the city.
Life Skills	☆ I had some trouble working with my group or completing my task.	☆☆ I worked well with my group and completed my task.	☆☆☆ I was a leader in my group, helping others work together and complete their tasks.

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TEACHER SAY: **Before we begin working, let's look at the rubric we will be using for this Share project. Turn to the page, My Self-Assessment. It is at the back of this chapter. Read along with me as we review together.**

TEACHER DO: Guide students through the expectations set on the rubric. Answer any questions that arise.

TEACHER SAY: **Let's find out what groups we will be working in for our Share project.**

Note to Teacher: For the remainder of the work on the Share project, divide students into six groups to complete specific aspects of the city. Assign each group one of the following categories for their contribution to the new city:
- *Necessary services (police, firefighting, schools, and so on)*
- *Public infrastructure (roads, water, sewer, electricity, and so on)*
- *Housing*
- *Entertainment (things for kids to do)*

- *Culture (monuments, historical sites, tourist sites, and so on, as researched in the prior chapter)*
- *Major businesses*

TEACHER DO: Divide students into groups and have groups sit together for the remainder of the lesson. Assign each group one of the topics listed above.

TEACHER SAY: To begin our work of designing a new city, let's think about our own city. Discuss in your groups: What do you already know about your assigned topic in our city? What do you like best about how our city handles that topic?

 **STUDENTS DO:** Discuss assigned topics relating to the local city.

TEACHER SAY: Now turn back to your group and consider together: What are some improvements our city could make in your assigned area? What are some things we do not have in our city that you would like to include in your design of a model city?

TEACHER DO: Allow students some time to discuss in their groups, then and facilitate a conversation with the whole class using **Calling Sticks** or another strategy of your choice. Make a list of proposed improvements on the board as they are mentioned.

Note to Teacher: Encourage students to think of improvements relating to conservation of water or energy.

 **STUDENTS DO:** Share ideas.

3.TEACHER SAY: These improvements would really help our city. Your first official step will be to decide what to include in your part of the model city. You might decide to include a building, a park, or another item like a lake, river or playground. Please open your student books to the page Our City Plan. One person in your group should read the directions aloud. Others should read along silently.

TEACHER DO: Allow time for students to choose a reader and then read the directions.

 **STUDENTS DO:** Read the directions.

TEACHER SAY: Since our time and space is limited, we must limit the number of buildings in our model city. Work on coming up with 10 items. If you have more than 10 ideas, work to narrow them down. If you cannot think of 10, refer back to previous lists in your student books and on our charts.

TEACHER DO: As students work, give each group several small sheets of paper, which they will use to draft their designs.



 **STUDENTS DO:** Work together to develop the list of items to be included in the model city. Each should write the entire list in their student book.

TEACHER DO: Allow students sufficient time to complete their lists. Walk around to assist students with ideas and collaboration strategies as needed.

Note to Teacher: If groups come up with creative ideas for businesses, public service, infrastructure, or other categories, congratulate them on their creativity rather than trying to steer them back into what is currently possible or realistic. Creative ideas for how to meet a societal need are often where entrepreneurship begins. Introduce students to this "bonus" word and support their new ideas with enthusiasm and follow up questions about how they would make the idea work. As a class extension, consider challenging students to make one of the ten city items an "entrepreneurial idea or venture."

TEACHER SAY: To help with crafting your ideas, let's draw some sketches. Sometimes we think more creatively in pictures than we do in words. Each student in your group should draw a sketch of at least one of the buildings or items on your list.

 **STUDENTS DO:** Sketch ideas.

TEACHER SAY: Now we must complete a very important step in city planning. We must decide how big our buildings and other items will be and how they will fit together. Decide as a group

how big your items will be by drawing the space you think they will take up in the overall city.

TEACHER DO: **Model** how to draw a simple view of a map from above, as if drawing just the "footprints" of the buildings. Draw two houses or apartment buildings on the board as seen from the street, then draw two rectangles next to each other with a line in front to represent a street. Explain that a view from above helps show how much room in the city the buildings will require. Show students the base for the entire city model so they can estimate how big to make each building.

TEACHER SAY: **For now, draw just the land space each item in your assigned topic will take up. Label each item on your plan.**

 STUDENTS DO: Draw footprints for each item the group will include in the city.

TEACHER DO: Visit groups and assist as needed. Visit the infrastructure group to help them focus on unique items such as a power plant, water treatment facility, or bridges, instead of trying to draw each road at this point.

TEACHER SAY: **Wow, these are some very interesting designs that you have drawn. It will be fun to see what the city looks like when you build it. Now we will arrange our city. Cut out your items and send one student from your group over to the city base to place an item where you think it will fit best.**

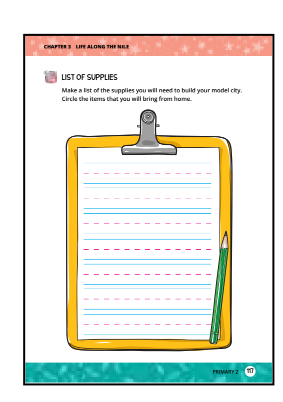
TEACHER DO: Organize students, one per group at a time, to come up to the model city area and arrange their buildings. Encourage students to consider placement, such as which buildings or infrastructure should be near a river, which buildings make sense to group in a certain area, and so on. For example, it might make sense to place the school and fire station near a group of houses or apartments.

 STUDENTS DO: Work together to make all of the buildings fit into the city area.

TEACHER SAY: **As we end our work today and prepare for the next few days, let's think about the supplies we will need to build our cities. What ideas do you have for materials you can use to build your models?**

 STUDENTS DO: Share ideas, such as cardboard, construction paper, boxes, sticks, and so on.

TEACHER DO: Record student ideas. Then, show students the supplies that you already have available and **Brainstorm** supplies that students could bring in from home to share.


CHAPTER 3 LIFE ALONG THE NILE

LIST OF SUPPLIES

Make a list of the supplies you will need to build your model city. Circle the items that you will bring from home.

TEACHER SAY: **This is a good list that we can all use. Now, let's plan and record the specific materials our group will need. Please turn in your student books to List of Supplies. Read and follow the directions in your groups.**

TEACHER DO: As students work, visit groups and encourage them to think about bringing recyclable materials from home as building materials. Items to consider may be plastic water bottles or milk jugs, cardboard, paper, and so forth.

 STUDENTS DO: Make a list of supplies.

TEACHER DO: When groups have finished making a list of supplies, ask them to return to their own seats.

4. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: **Today we began our work as city planners. Take one more look at your list of supplies, and identify anything that you could bring in from home to help your group.**

 STUDENTS DO: Review the list and plan what they can bring in.

TEACHER SAY: **Now remove this page from your book. Take this page home with you to help you remember to bring in whatever you can from home so that we can begin to build our model city.**

Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Plan how the assigned part of the city can help conserve water or electricity. • Provide effective feedback to peers.	• Data	• Student book • Pencils • Crayons • Chart paper • Markers • Scissors • Paint • Construction paper • Cardboard • Other recyclable materials for building

PREPARATION

Collect a number of resources related to conservation of energy and water that can be used for research. If available, students may use internet resources with guidance.

LIFE SKILLS

Learn to Be

Accountability:
- Provide effective feedback.

Communication:
- Good listening.
- Reading, writing, non-verbal communication skills.



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

Note to Teacher: Students should begin the lesson arranged in their working groups.

TEACHER SAY: **In our last lesson, we planned what items our groups would include in our model city. We have made a design and decided what supplies we will need to build it. Today, we are going to add one more element to our city planning. It is important that everyone work together to conserve water and electricity, so today we will all plan how our part of the city can contribute to this goal. First, let's think. Should only one group of people be responsible for conserving water and electricity?**

TEACHER DO: Choose a student to start the discussion and then **Popcorn** to other students until they run out of ideas.

 STUDENTS DO: Share ideas.

TEACHER SAY: **Every part of our city needs to work together to conserve water and electricity. For some of you, conservation might take the form of a design idea. For example, the infrastructure group might decide to install street lamps that turn on when it gets dark at night, instead of at a certain time. This way, the lamps turn on later in the summer time when the sun sets later. Can anyone think of an idea for how the infrastructure group could help conserve water?**



 STUDENTS DO: Share a few ideas.

2.TEACHER SAY: **Some groups might consider a campaign to influence people's behavior. Let's look at an example together. Please turn in your student books to Pictures Tell Stories. Read and follow the directions, and then we will discuss.**

TEACHER DO: Give students time to study the poster.

 STUDENTS DO: Study the poster.

TEACHER SAY: **What idea is the poster trying to convey?**



TEACHER DO: Choose a student to start the discussion and then **Popcorn** to encourage students to agree, clarify, and provide more detail as appropriate.

 **STUDENTS DO:** Share ideas.

TEACHER SAY: **This sign was found at the airport in Cairo. It is an example of how one business is encouraging people to conserve water. Turn to your group and discuss ideas for how your part of the city could help conserve water or electricity.**

 **STUDENTS DO:** Share ideas in working groups.

TEACHER DO: Ask one student from each group to share one or two ideas discussed. If groups have similar ideas, encourage them to work together on this aspect of city design.

3. **TEACHER SAY:** **Now let's record our ideas. If something you heard from another group would help make your idea better, feel free to include it. Please turn in your student books to How Will We Conserve. We will read the directions aloud together.**

 **READ ALOUD:** **Write two or three sentences and draw a picture that explains how you plan to conserve water or electricity in your part of the city.**

TEACHER SAY: **First, decide amongst your group what one idea for conserving water or electricity you will include in your city design. Then, work on your own to write and draw about your group's plan.**

TEACHER DO: Circulate around the room to help groups make collaborative decisions and to help students record ideas as needed.

 **STUDENTS DO:** Write sentences and draw ideas on their own as a demonstration that they individually understand the proposed plan.

4. **TEACHER SAY:** **Now that we have a good idea, let's think about how best to communicate it. Take a look back at the poster on the page Pictures Tell Stories. Do you think the sign communicates clearly? Why or why not?**

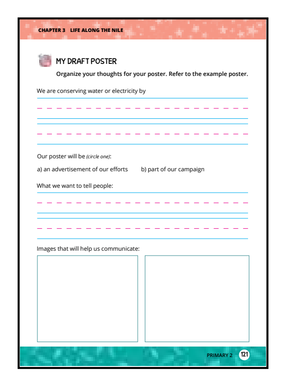
 **STUDENTS DO:** Share responses about the poster.

TEACHER SAY: **Why do you think the designers included pictures on this poster?**

 **STUDENTS DO:** Share ideas.

TEACHER SAY: **Pictures often help emphasize the words we use. They can also help grab people's attention more than words. Remember that this sign was hung in an international airport. How do you think the pictures might be helpful for visitors or tourists from other countries? Turn to your Shoulder Partner to share.**

 **STUDENTS DO:** Share ideas with **Shoulder Partner**.



TEACHER SAY: **Pictures are helpful in communicating to people who cannot read or do not speak our language. To accompany our model city, we will make a poster that explains our efforts to conserve water and/or electricity. The poster can be part of your conservation campaign, as in the example, or it can simply describe your conservation plan to the public. Be sure to include both words and images on your poster. Turn to the page My Draft Poster to capture ideas for your group's poster.**

TEACHER DO: Read the instructions in the student book. Guide students through each step.

TEACHER SAY: **If you have any questions, raise your hand and I will help you. Let's get started organizing information for our posters.**

 **STUDENTS DO:** Complete the page to draft posters.

TEACHER SAY: Now that we have our ideas, let's share them with other students. We will Shake It Share It High Five to give each other feedback for our posters. Focus your feedback on how clearly the content is presented and whether the images are relevant and helpful to the content.

TEACHER DO: Allow two or three iterations of sharing so students can get feedback on the planned poster. As done earlier in the chapter, write some positive feedback on the board that you overhear. This feedback will be used in a reflection with the whole class.



 **STUDENTS DO:** Provide effective feedback for drafts.

TEACHER SAY: It is always helpful to get ideas from others. I have written on the board some of the positive ways you encouraged each other.

TEACHER DO: Read the comments as an encouragement of positive interaction over the next few days.

TEACHER SAY: Now, let's take some time to decide if you will make any changes according to the feedback you were given.

 **STUDENTS DO:** Work in groups to revise the drafts.

TEACHER DO: Allow about five minutes for students to reflect and make improvements.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: You worked hard today on your group's plans to conserve water or electricity and how to share your plans with the community. How did feedback from your friends help you in your writing?

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Thank you for working so well together today. I am excited to see the city you are designing as we build it over the next few lessons. Remember to bring from home any other supplies that you may need or that we can share.

Lesson 8 Overview

LEARNING OUTCOMES
Students will: • Utilize peer feedback to improve writing. • Set specific goals to complete assigned tasks.

PREPARATION
Find space in the classroom to display the large cardboard or heavy paper that will serve as a base for the city model. If the space cannot be dedicated and remain protected over the next few lessons, make a plan for how to store the base and the city components so that it can all be put together for the final presentation.

KEY VOCABULARY
• **Model**

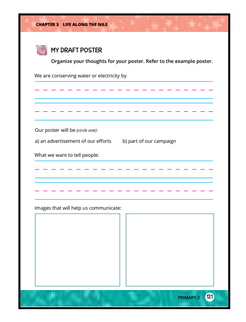
LIFE SKILLS
Learn to Be
Self-Management: • Segment goals into specific steps.
Learn to Work
Productivity: • Setting clear goals.

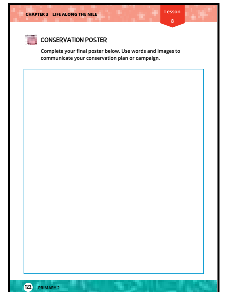
MATERIALS
• Student book • Pencils • Crayons • Chart paper or board • Markers • Supplies for building, such as: recycled materials, paint, paint brushes, glue, scissors, blocks, clay, construction paper, and so on. • Large cardboard or heavy paper (approximately 1.25 m x 2 m)



Learn (90 minutes)

Directions







1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: **Today we will finish our poster. Take a few minutes to review the sample poster and your planning page, My Draft Poster. If you see something that still needs to be changed, go ahead and do so.**



STUDENTS DO: Work in groups to review the prior lesson's progress and feedback.

2.TEACHER SAY: **Turn to the next page in your student book, Conservation Poster. Even though your group has worked on the design together, you will be creating your own poster about your group's conservation plan.**

TEACHER DO: Read the directions aloud. Review the components of the poster. Share expectations for the drawings, including detail, color, and size. **Model** on the board using different sizes of letters, pictures, and arrangements on a page to make a poster visually appealing. Determine the amount of time students can work on the posters and indicate that in your directions. Remind students to stay focused on the task and hold each other accountable for working hard.

TEACHER SAY: **We will have about [15 minutes] of work time to finish the poster. If you have any questions, please raise your hand. I will write words on the board to help with spelling.**



STUDENTS DO: Work independently to complete poster.

TEACHER DO: Walk around, making certain students have all that is needed to be successful. Call students back together with a hand signal.

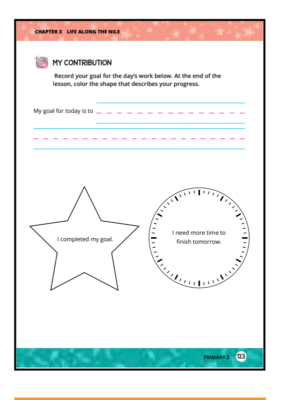
TEACHER SAY: **What great ideas you have had. We will share the posters after we have finished building our model cities. Now that we know an important part of our cities, it is time for us to get all our supplies together so we can begin building our models.**

TEACHER DO: Indicate where supplies are located for building the components of the city. Arrange students in groups if they are not already working together.

3. TEACHER SAY: Before we begin, it will be important for you to work well in your group and listen to each other's ideas. Let's assign jobs within your groups. That way, everyone can keep on task.

 **STUDENTS DO:** Discuss how to divide the work in groups.

Note to Teacher: It will be important for students to stay organized and on task to complete the project by the end of Lesson 9. Suggest jobs, such as one student to coordinate the materials and one to add buildings to the final model. Or, suggest that students each take responsibility for building one or two items their group will contribute to the city model. If groups finish their assigned sections early, they can help others as needed until the project is finished.





TEACHER SAY: Once you know what your job on your team is, turn to the page My Contribution. Take a moment to record your goal for the day. This might be to complete one of two buildings you have been assigned. Or, it might be a task like making sure your group's materials are all put away neatly at the end of the day. Record your goal now at the top of the page.

 **STUDENTS DO:** Record individual goals.

TEACHER SAY: We will use the rest of our time today to get organized and begin working. Those making the roads and signs will be the first to add their items to the model of our city. That way, other groups can add buildings alongside the roads. Everyone else, begin constructing your buildings and other items you will add to the model. If you have any questions, Ask 3 Before Me. I will be walking around to help as needed.

TEACHER DO: Walk around, making certain all students are involved in designing and building the model. If needed, bring students back together to discuss how to involve everyone in the work that needs to be completed. Bring all students back together after cleanup for closing. As students finish, direct them on how to store the in-progress items until the next lesson.

4. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: I saw some very good individual work and cooperation today. Turn back to the page My Contribution. Read the statements in the star and clock and decide which one is true of your work. Color in the appropriate shape.

 **STUDENTS DO:** Reflect on progress and complete the page.

TEACHER SAY: Who would like to celebrate and share ways your team cooperated today?

 **STUDENTS DO: Popcorn** to share about cooperation.

TEACHER SAY: I am very proud of you. In our next lesson, you will need to continue cooperating, so your model is completed by the end of the lesson. Be sure to check at home for any other supplies you may need for the next lesson.

Lesson 9 Overview

LEARNING OUTCOMES

Students will:
- Cooperate to build a model city.
- Reflect upon communication and cooperation skills.

PREPARATION

Make certain that supplies are easily accessible to groups.

KEY VOCABULARY

- Cooperation

LIFE SKILLS

Learn to Live Together

Sharing:
- Effective management and organization of tasks.

MATERIALS

- Student book
- Pencils
- Crayons
- Chart paper or board
- Markers
- Scissors
- Supplies for building such as: recycled materials, paint, paint brushes, glue, scissors, blocks, clay, construction paper, and so on.
- Large cardboard or heavy paper as a base for the model cities, approximately 1.25 m x 2 m.



Share (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: **In our last lesson, you began work on your model cities. Some of your work was easy and went well. Some of your work might have been challenging. Turn to share with a Shoulder Partner: What problems did you have, and how did you solve them?**

 STUDENTS DO: Share challenges from the previous day.

TEACHER SAY: **I am glad you were able to solve your problems. Today, as you work together, you will need to remember how important it is for everyone to help. If you finish your own job, ask others how you may assist them. Everyone will need to help so the city can be finished today. Are there any questions?**

 STUDENTS DO: Ask any questions.

TEACHER SAY: **Before starting, teams should meet to find out what each of you are doing. If you are finished or about finished with your job, find out what you may do to help next. We will have team meetings now before you start building.**

 Sharing

 STUDENTS DO: Discuss needs for the day in working groups.

TEACHER SAY: **I see good cooperation already today. I will be listening for comments again to find out how you are helping each other. If you have any questions, be sure to Ask 3 Before Me. I am very excited to see your nearly finished projects by the end of today. It is time to build.**

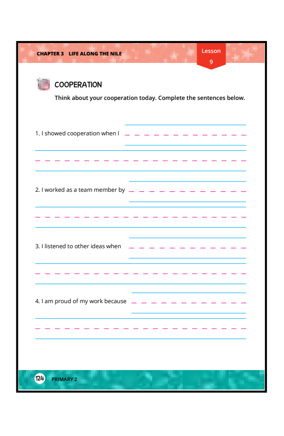
 STUDENTS DO: Cooperate to build models.

TEACHER DO: Walk around, checking on progress. Write statements of cooperation on the board to reflect upon at the end of the lesson. Allow students to work until about 20 minutes before the end of the lesson to allow for closing and cleanup. If a team finishes, suggest they help another team if needed. Have students clean up the area before closing.

2. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: **What a wonderful city we have designed and built together. In our final lesson, we will share our cities. Right now, I want to share some of the cooperative comments I heard as you worked today.**

TEACHER DO: Share comments written on the board, congratulating all students for their positive work. It is not necessary to name students since it is expected that everyone is being cooperative.



TEACHER SAY: **We can all celebrate cooperation together, but I always want you to record, remember, and celebrate how you individually cooperated with others today. Open your student books to the page Cooperation. After we read the directions together, use Think Time, and then complete the page.**

TEACHER DO: Read the directions and sentence starters aloud if needed.

 STUDENTS DO: Reflect on ways they cooperated and record them.

Lesson 10 Overview

LEARNING OUTCOMES	MATERIALS	LIFE SKILLS

LEARNING OUTCOMES

Students will:
- Present Share project as a team.
- Assess own learning and contribution as a team member.

PREPARATION

If possible, invite another class, the principal, or community members to hear students' presentations. Students should be seated in their working groups.

MATERIALS

- Student book
- Pencils
- Crayons
- Chart paper or board
- Markers
- City model

LIFE SKILLS

Learn to Be

Communication:
- Good listening.
- Self-expression.



Share (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: **Our model city is finished and ready to be shared. Please talk among your group members about what you are most proud of.**

 STUDENTS DO: Share ideas.

TEACHER SAY: **I am glad to see you are proud of your work. I know a lot of thought was put into the project. Now we will get ready to share each part of the project. Each group will share with all of us. What do you think you would like to hear from each of the other groups?**

 STUDENTS DO: Provide ideas, including why specific buildings are included, why they are in the chosen location, how the group will work to conserve water or electricity, and so on.

TEACHER DO: List the ideas on the board that all groups should include in their report.

TEACHER SAY: **We know what we need to do. Now, meet in your team to decide who will talk about each topic and then take time to practice as a team. Remember, everyone should take part in the presentation.**

 STUDENTS DO: Prepare as a team to present.

TEACHER DO: Walk around, listening to discussions and providing guidance as needed. Bring students back together after 10 to 15 minutes of planning and practice. Announce the order in which groups will present. If visitors are coming to the class, discuss expected behavior.

TEACHER SAY: **It is time for us to share what we have learned in, "How the World Works." Please be seated and be ready to listen to our presentations.**



 STUDENTS DO: Present project components in teams.

TEACHER DO: Bring students back together as a whole group after presentations.

2. TEACHER SAY: I heard some very good presentations. Our city was designed by very good city planners. Now, let's do a Gallery Walk so we can see all the posters that others have made.

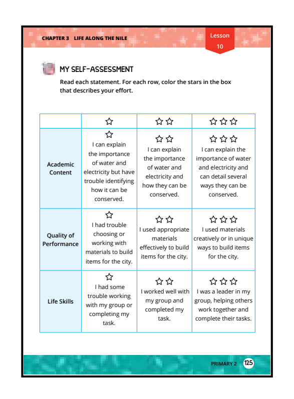
TEACHER DO: Direct students to leave their student books open to the posters in an area where students can easily see the pages. Instruct students on the process to walk around the room to view the posters.

 **STUDENTS DO:** View posters.

3. TEACHER SAY: This theme we have been working on is called "How the World Works." Let's think about how building a model city helped us understand how our world works. Think first, then share with your Shoulder Partner.

 **STUDENTS DO:** Reflect and share ideas with partners.

TEACHER DO: Select several students to share ideas. Encourage discussion that reflects back to other chapters in the theme. This is the final lesson of the chapter, and of the theme and a great opportunity for students to connect learning, ideas and experiences.



CHAPTER 3 LIFE ALONG THE NILE

Lesson 10

MY SELF-ASSESSMENT

Read each statement. For each row, color the stars in the box that describes your effort.

	☆	☆☆	☆☆☆
Academic Content	☆ I can explain the importance of water and electricity but have trouble identifying how it can be conserved.	☆☆ I can explain the importance of water and electricity and how they can be conserved.	☆☆☆ I can explain the importance of water and electricity and can detail several ways they can be conserved.
Quality of Performance	☆ I had trouble choosing or working with materials to build items for the city.	☆☆ I used appropriate materials effectively to build items for the city.	☆☆☆ I used materials creatively or in unique ways to build items for the city.
Life Skills	☆ I had some trouble working with my group or completing my task.	☆☆ I worked well with my group and completed my task.	☆☆☆ I was a leader in my group, helping others work together and complete their tasks.

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4. TEACHER SAY: Well done, everyone. Now let's turn to the final page in our chapter, My Self-Assessment. I will read the directions and steps aloud as you follow along.

TEACHER DO: Guide students through the rubric as students assess their own work.

 **STUDENTS DO:** Reflect on work.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen.

TEACHER SAY: I am so proud of all of you. For our closing today, let's turn and thank everyone who helped you in the project. Be sure to tell how they helped you.

 **STUDENTS DO:** Turn and thank group.

Rubric Assessment (for teacher use)

	Approaching Expectation (1)	Meeting Expectation (2)	Exceeding Expectation (3)
Academic Content	Contributes dialogue to a radio script that includes accurate information about a city only with support from peers or the teacher. *Drama B.2.* *Writing D.3.a.*	Independently contributes dialogue to a radio script that includes accurate information about a city. *Drama B.2.* *Writing D.3.a.*	Contributes dialogue to a radio script that includes accurate information about a city and presents it in a unique, engaging way. *Drama B.2.* *Writing D.3.a.*
	Gathers facts about a city in Egypt only with support from peers or the teacher. *Social Studies B.1.f*	Gathers accurate facts independently about a city in Egypt. *Social Studies B.1.f*	Gathers accurate, detailed, and interesting facts independently about a city in Egypt. *Social Studies B.1.f*
	Utilizes technology to gather information about a specific topic with support. *ICT C.1.c. (if applicable)*	Utilizes technology independently to gather accurate information about a specific topic. *ICT C.1.c. (if applicable)*	Utilizes technology independently to gather accurate information about a specific topic and assists others in using technology. *ICT C.1.c. (if applicable)*
	Identifies weather patterns for a given city only with support from peers or the teacher. *Science B.1.c.*	Identifies and summarizes weather patterns independently and correctly for a given city. *Science B.1.c.*	Identifies and summarizes weather patterns correctly for a given city and is able to compare weather in multiple cities. *Science B.1.c.*
Quality of Performance	Speaks to the audience but may be difficult to hear and/or does not use expression appropriate to the task.	Speaks to the audience with a clear voice and expression appropriate to the task.	Speaks to the audience with a clear voice and exceptional expression appropriate to the task.
	Records weather data collected by the class with support from peers or the teacher.	Accurately records and analyzes weather data collected by the class.	Accurately records and analyzes weather data collected by the class and leads class discussions about weather patterns.
Life Skills	Gives feedback that is general.	Gives feedback that is specific and relevant to the work.	Gives thoughtful feedback that is specific and relevant to the work and may offer a unique perspective.
	Works with classmates to create their part of a script but does not contribute ideas.	Works with classmates, contributing ideas to create a script.	Works with classmates, contributing ideas to create a script and taking on a leadership role.

PRIMARY 2

Multidisciplinary

COMMUNICATION

Chapter 1: Communicating in My Community

Chapter Overview

Communicating in My Community

COMPONENT	DESCRIPTION	LESSONS
Discover	Students discover ways to communicate in the home and in the community. Students explore ways technology can support communication.	2
Learn	Students learn how to communicate in different settings and for different purposes.	6
Share	Students use digital tools to share learning with a member of the community.	2

Connection to Issues



Globalization: Technology helps us communicate and exchange ideas around the world. We can learn from people around the world and also share our ideas and culture with others.

Life Skills Addressed



DIMENSION	DESCRIPTION
Learn to Know	**Problem-Solving:** • Analyze the parts of the problem.
Learn to Work	**Collaboration:** • Review individual behaviors within the team. • Respect for other opinions. **Negotiation:** • Self-control.
Learn to Live Together	**Empathy:** • Demonstrate empathy in communicating with others.
Learn to Be	**Accountability:** • Provide effective feedback. **Communication:** • Good listening. • Self-expression. • Reading, writing, nonverbal communication skills.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

D. Reading Skills: Fluency

1.a. Read texts at grade-appropriate difficulty with a level of accuracy and fluency to support understanding.
1.b. Read a variety of texts, recognizing and understanding the purpose of the text.

E. Reading Comprehension: Literature

3.a. Determine how words and phrases can convey different emotions (sadness, joy, anger, surprise, fear).
5.a. Acknowledge and distinguish differences in points of view of a story's main characters.

G. Language: Vocabulary Acquisition and Use

1.f. Orally replace informal language with its formal counterpart.
1.g. Demonstrate command of the conventions of grammar and usage when writing or speaking.

WRITING:

C. Informational and Opinion

1.a. Write short, explanatory texts introducing a topic and using facts to develop details.
1.b. Write short texts expressing an opinion and providing at least one reason to support the opinion.

D. Process, Production, and Research

1.a. Use graphic organizers to plan writing.
1.b. Utilize questions and suggestions from peers to strengthen writing.
1.c. With guidance and support, review and revise personal writing to strengthen it.
2.a. Use a variety of digital tools to produce and publish writing, independently and in collaboration with peers.

SPEAKING AND LISTENING:

A. Foundational Skills

3.a. Use audio, digital, and visual media (drawings or displays) in presentations.
4.a. Use intonation, facial expressions, and body language to express feelings and thoughts appropriate to the situation.
5.a. Speak in complete sentences, following grammatical rules, when appropriate to task and situation.

MATH:

D. Measurement and Data

3.d. Solve one-step word problems involving money.
3.e. Combine 1, 5, 10, 20, 50, and 100 Egyptian pounds in different ways to equal a given total within 1,000.
3.f. Describe the relationship between two denominations of money, including 1, 5, 10, 20, 50, and 100 pounds within 1,000. (For example, it takes ten 10-pound notes to make 100 pounds.)
4.a. Organize data with up to four categories into scaled bar and pictographs (scales limited to 2, 5, 10).

SCIENCES:

A. Skills and Processes

1.c. Use observations to describe patterns.
1.g.Communicate information with others in oral and written forms.

F. Engineering Design and Process

1.a. Develop an understanding of the characteristics and scope of technology.
1.b. Develop an understanding of the role of society in the development and use of technology.

SOCIAL STUDIES:

A. Citizenship

1.a. Demonstrate behaviors associated with responsible citizenship (such as respect, fairness, honesty, and loyalty).

D. Human Systems

2.a. Identify the main economic activities in different Egyptian regions.
2.b. Describe examples of the services provided by individuals, charitable organizations, and the government (such as hospitals, schools, police).
2.c. Identify examples of specialized workers who provide services in the community.

VISUAL ART:

A. Producing Visual Art

2.a. Use various drawing and coloring tools to create art.
3.c. Use technology to create a digital work of art.

DRAMA:

A. Puppetry

1. Create puppets from repurposed materials.
2. Perform a story using puppets as the characters.

B. Plays

1. Interpret the meaning of the dialogue in an existing play.

C. Acting

1. Identify ways that voice and sounds can be used to create or retell a story.

ECONOMICS AND APPLIED SCIENCES:

A. Family Relationships and Safety in the Community

1.b. Identify ways of getting help from family members for making decisions and solving problems.
2.b. Describe how family, peers, and friends can influence behavior positively and negatively.
2.c. Celebrate and encourage peers.

VOCATIONAL FIELDS

A. Career Social Skills and Preparation

1.b. Work cooperatively with another student to accomplish a task.
1.d. Predict conversations that could occur in various job situations.

1.e. Describe how various professionals interact with others at work (customers or colleagues).
4.a. Describe various occupations and explain the importance of various professions in the community (such as industrial, agricultural, commercial, hotel, and tourism).
4.b. Identify and describe the function of tools in various professions.

INFORMATION AND COMMUNICATION TECHNOLOGIES:

B. Security and Safe Use

1.c. Explain ethics and safety issues in using electronic media at home or school.

C. Technological Production Tools

1.b. Identify the appropriate program or application to complete a task.
2.a. Use a variety of age-appropriate digital tools (such as a drawing program or presentation software) to communicate and exchange ideas.

CH 1 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	DISCOVER: **Students will:** • Discover ways of communicating on a daily basis at home. • Categorize conversations.
2	DISCOVER: **Students will:** • Discover purposes for communicating in the community.
3	LEARN: **Students will:** • Discover how technology can facilitate communication in the community (cell phones, email, and so on). • Practice using different formats of written communication.
4	LEARN: **Students will:** • Compare and contrast communication styles. • Categorize conversations by levels of respect, topics of conversations, and purposes for communication. • Practice solving problems related to digital communication.
5	LEARN: **Students will:** • Use conversation to solve problems with peers, siblings, and parents. • Demonstrate how to use verbal and nonverbal forms of communication.
6	LEARN: **Students will:** • Describe communication in the community within specialized services. • Create a map to show the local community.
7	LEARN: **Students will:** • Analyze purposes for communication in the community. • Apply math in real-life scenarios.
8	LEARN: **Students will:** • Review and summarize prior learning. • Reflect on learning products and accomplishments throughout the year.
9	SHARE: **Students will:** • Choose appropriate format and tools to share prior learning. • Provide peer feedback.
10	SHARE: **Students will:** • Share presentations with the community or class.

Materials Used

Student book

Pencils

Graph paper

Cell phone, tablet, or computer (optional)

Envelope

Markers

Tape

Chart paper

Crayons

Paper plates

Construction paper

Stamps (optional)

Map of the local community

Paper circles

Tokens

Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Discover ways of communicating on a daily basis at home. • Categorize conversations.	• Communicate	• Student book • Pencils • Large graph paper (one piece for each group)

PREPARATION

Create a template for a large bar graph on chart paper with space for three categories, numbered up to 5 on the vertical axis. The categories for the horizontal axis will be filled in during classroom conversation.

LIFE SKILLS

Learn to Be	Learn to Live Together
Communication: • Good listening.	Empathy: • Demonstrate empathy in communicating with others.



Discover (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

This is a time to excite your students about the chapter. Tell them they are beginning a chapter of study called, "Communicating in My Community."

TEACHER SAY: **We are starting a unit of study called "Communicating in My Community." What do you think we might learn?**

TEACHER DO: Use Calling Sticks to choose three students to answer the question before continuing.

 STUDENTS DO: Predict what they will learn.

TEACHER SAY: **You will be learning about how we all communicate in a variety of ways throughout our community. We communicate for many different purposes with many different people. Do you talk to your parents the same way you talk to your friends? Can someone answer and provide an example?**

 STUDENTS DO: Share ideas and experiences.

TEACHER SAY: **What about a storekeeper and a grandparent? Would you talk to them in the same way or about the same things? How might your conversations be similar or different?**

TEACHER DO: Use Calling Sticks to call on three or four students to answer and provide examples.

 STUDENTS DO: Share ideas and experiences.

2.TEACHER DO: Hand out student books.

TEACHER SAY: You know a lot about communicating. We all communicate every single day. We are communicating right now as I am giving you directions. What other ways have you communicated today? Share with your Shoulder Partner.



STUDENTS DO: Share examples of communication from the day.

TEACHER SAY: As you talk with your shoulder partner, you are communicating. As you walked to school and ate lunch with friends, you are communicating. Let's start our chapter by thinking about and recording what we already know. Open your books to the page titled Communicating.



READ ALOUD: Complete the web with your ideas about communicating.

TEACHER SAY: Take a moment to think about what you already know about communicating. What does communicate mean? How do you communicate? Who do you communicate with? Begin with a few moments of Think Time.

TEACHER DO: Provide students with **Think Time** before continuing.

TEACHER SAY: On the Web in your books, fill in your ideas. Then we will share as a whole class.



STUDENTS DO: Complete the **Web**.

Note to Teacher: There are no correct answers to this activity. You can use this as a formative assessment, to determine what students already know and think about communicating. Students may also use pictures to illustrate their thoughts and ideas.

TEACHER DO: Move around the room as students work. Ask students to clarify what they are writing when appropriate. When students have had adequate time to record ideas, bring the class back together.

TEACHER SAY: Thank you for taking time to record your ideas on your own. Now, turn to a Shoulder Partner and share what you have written. Listen to your partner to hear if you have some of the same ideas on communicating.

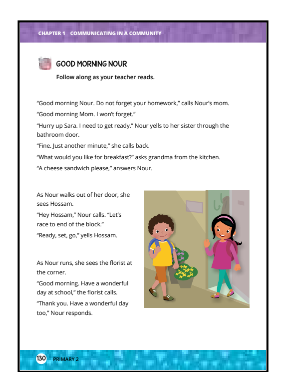


STUDENTS DO: Share **Webs** with **Shoulder Partner**.

3.TEACHER DO: Hang up a large **Web** titled "Communicating" at the front of the room.

TEACHER SAY: I want to record some of our ideas in one place so we can refer back and add to our ideas as we learn. I will use Calling Sticks to have students volunteer ideas about communicating.

TEACHER DO: Use **Calling Sticks** to have students share ideas to include on the **Web**. Make note of misconceptions students may have about communicating that can be clarified throughout the chapter.



CHAPTER 1 COMMUNICATING IN A COMMUNITY

GOOD MORNING NOUR

Follow along as your teacher reads.

"Good morning Nour. Do not forget your homework," calls Nour's mom.

"Good morning Mom. I won't forget."

"Hurry up Sara. I need to get ready." Nour yells to her sister through the bathroom door.

"Fine. Just another minute," she calls back.

"What would you like for breakfast?" asks grandma from the kitchen.

"A cheese sandwich please," answers Nour.

As Nour walks out of her door, she sees Hossam.

"Hey Hossam," Nour calls. "Let's race to end of the block."

"Ready, set, go," yells Hossam.

As Nour runs, she sees the florist at the corner.

"Good morning. Have a wonderful day at school," the florist calls.

"Thank you. Have a wonderful day too," Nour responds.

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4.TEACHER SAY: We know a lot about communicating. The word COMMUNICATE means to share or exchange information or ideas. We have discovered today that we communicate all the time. We communicate through conversations we have with people in our lives. Our friend Nour communicates with many different people during her day. Let's read to find out who Nour communicates with. Turn to the page Good Morning Nour and follow along.

TEACHER DO: Read the story in the student book aloud as students follow along.

TEACHER SAY: We heard Nour communicate with many different people in our story. Turn to your Shoulder Partner to share who she communicated with. As you share, also think about what information was being communicated.



STUDENTS DO: Share responses with **Shoulder Partner**.

TEACHER DO: After providing time for students to share, **Popcorn** to have students identify who

Nour communicated with and what information was communicated. Use this strategy as a quick check to make sure students understand the communication demonstrated in the story. As the discussion ends, hang up the premade bar graph paper at the front of the room.

5. TEACHER SAY: **Let's categorize Nour's communication throughout her morning. In math we use graphs to compare data. A graph can help us see the types of communication we observed from the story. I heard students mention that she communicated with people in her family, her friends, and people in the community. I will write these three categories along the bottom of the graph.**

TEACHER DO: Fill in the graph in front of the class, writing the categories (family, friends, people in the community) along the bottom of the graph.

TEACHER SAY: **Now we want to know how many conversations she had in each category. How many family members did Nour communicate with?**

 STUDENTS DO: Identify three family members: mom, sister, grandma.

TEACHER DO: Fill in the bar graph for the three family members. Then, through the conversation below, fill in the rest of the bar graph. Ask students to approach the front of the room to draw or color in the appropriate number of boxes in each category on the class graph.

TEACHER SAY: **How many friends did Nour communicate with?**

 STUDENTS DO: Identify four friends.

TEACHER SAY: **And how many community members did she communicate with?**

 STUDENTS DO: Identify two: the teacher and florist.

TEACHER SAY: **Looking at our graph, which category of people did Nour communicate with the most to start her day?**

 STUDENTS DO: Share ideas based on the bar graph.

6. TEACHER SAY: **I wonder if we would all have the same answer as Nour if we think through our own days. Let's keep practicing graphing and find out. Open your books to the page Graphing My Conversations.**

 READ ALOUD: **Make a list of the people you have communicated with so far today. Then, categorize the data to create the graph below.**

TEACHER SAY: **Think about all the people you have communicated with so far today. Start with when you woke up in the morning until right now. I know each of you have communicated with at least one partner today. Who did you communicate with at home or on the way to school? Take some Think Time, then we will record and share.**

TEACHER DO: Provide students with Think Time before continuing.

 STUDENTS DO: Create a list of people with whom they have communicated.

 READ ALOUD: **Complete the bar graph to show how often you have communicated with each category.**

TEACHER SAY: **Now, think about each conversation and decide if it was with a family member, a friend or a community member. For example, if you communicated with your mother and your sister this morning, fill in two boxes on your bar graph for family.**

 STUDENTS DO: Complete the simple bar graph independently.

TEACHERS DO: As students work, prepare to divide them into groups of four or five. Each group will get a large piece of graph paper. When students are finished, assign groups.

TEACHER SAY: **Graphs can help us see individual data. We can also combine our data to see patterns. Now that you have completed your bar graph independently, let's combine your data in a small group. In your group, you will add your answers in each category to find a total number for each category. Then. graph that data.**



 STUDENTS DO: Add data together to create a group graph.

7.TEACHER DO: If needed, **Model** calculating the total for one category in one group as an example. As groups complete their graphs, hang the graphs around the room. Students will engage in a **Gallery Walk** to observe the data on the graphs.

TEACHER SAY: **Let's look for patterns in our data. Do you notice a category that multiple groups communicate with the most or the least? Let's take a Gallery Walk. Observe silently at first, then we will discuss what we noticed.**

 STUDENTS DO: Move around the room and observe graphs.

 Empathy

TEACHER DO: Put students back in working groups to discuss what they discovered from the graphs. Students will probably notice that they primarily communicate with family and friends on a regular basis. You can challenge students to think about why they communicate with these groups the most. Extend the conversation and practice the life skill of empathy by asking students to consider who their parents or other adults might primarily communicate with.

TEACHER SAY: **Our Share project at the end of this chapter is going to be to communicate some of what we have learned this year with a community member. In this chapter we will explore different types of communication so that we can be successful at our project.**

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Today we discussed what it means to communicate and we analyzed who we communicate with the most and the least on a daily basis. Turn to a Shoulder Partner and share who you might communicate with during the rest of your day.**

 STUDENTS DO: Share ideas with a **Shoulder Partner**.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Discover purposes for communicating in the community.	• Purpose	• Student book • Pencils

LIFE SKILLS

Learn to Be

Communication:
- Good listening.
- Self-expression.

Discover (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: Yesterday, we talked about who we communicate with on a daily basis. Today we will explore the purposes for our communication. We will think about WHY we communicate throughout the day. Let's reread our story about Nour from yesterday.

TEACHER DO: You can choose to read the story aloud again or have students read in small groups or independently.


CHAPTER 1 COMMUNICATING IN A COMMUNITY

GOOD MORNING NOUR

Follow along as your teacher reads.

"Good morning Nour. Do not forget your homework," calls Nour's mom.
"Good morning Mom. I won't forget."
"Hurry up Sara. I need to get ready." Nour yells to her sister through the bathroom door.
"Fine. Just another minute," she calls back.
"What would you like for breakfast?" asks grandma from the kitchen.
"A cheese sandwich please," answers Nour.

As Nour walks out of her door, she sees Hossam.
"Hey Hossam," Nour calls. "Let's race to end of the block."
"Ready, set, go," yells Hossam.

As Nour runs, she sees the florist at the corner.
"Good morning. Have a wonderful day at school," the florist calls.
"Thank you. Have a wonderful day too," Nour responds.

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STUDENTS DO: Reread the story titled Good Morning Nour.

2.TEACHER SAY: Nour communicated with her family, friends, and community members. But each of those conversations had different purposes. The PURPOSE is the reason you are communicating. Let's look at some specific examples. Why did Nour communicate with her family? Was she learning something new? Obtaining help? Solving a problem?



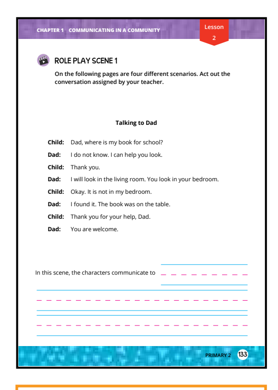
STUDENTS DO: Volunteer to answer the purpose of Nour's communication with family members.

TEACHER DO: Repeat the question for Nour's friends and community members (florist and teacher). Help students to think about categories for the purposes of communication. For example, **Model** abstracting from "Nour asks her sister to speed up getting ready" to "Nour asks for help or solves a problem." Record notes on the board so that students can refer to the various purposes for communication throughout the lesson.

TEACHER SAY: It is amazing how much we can learn from one story. We learned yesterday that we communicate to different categories of people. We also graphed the different people we communicate with. Today, we discovered that we also have different reasons for communicating throughout our day. Today, let's explore different purposes for communication in our daily life.

3.TEACHER DO: In the student book, there are four different scenes to **Role Play**. They are titled: Talking to Dad, Talking to Grandma, Talking to a Brother, Talking to Mom. Put students into pairs and assign different sections of the room or tables to one scenario.

TEACHER SAY: We are going to Role Play different conversations we might have with family


CHAPTER 1 COMMUNICATING IN A COMMUNITY

Lesson 2

ROLE PLAY SCENE 1

On the following pages are four different scenarios. Act out the conversation assigned by your teacher.

Talking to Dad

Child: Dad, where is my book for school?
Dad: I do not know. I can help you look.
Child: Thank you.
Dad: I will look in the living room. You look in your bedroom.
Child: Okay. It is not in my bedroom.
Dad: I found it. The book was on the table.
Child: Thank you for your help, Dad.
Dad: You are welcome.

In this scene, the characters communicate to ________

PRIMARY 2 133



members. As you act out your conversation with a partner, think about the PURPOSE for the communication. There are four pages in your book with Role Play Scenes. Open your books to the one Role Play Scene I assigned to your group.

TEACHER DO: Instruct student pairs that each student should take turns acting out both parts. Remind students to work on matching their expression and tone to the emotions in the dialogue.



READ ALOUD: **On the following pages are four different scenarios. Act out the conversation assigned by your teacher.**

Note to Teacher: Students need to be given adequate time to read through the script and then physically act out what might be happening. Facilitate this as needed. The scripts will involve verbal and nonverbal communication, and students can interpret how to act out what is happening. This interpretation will be used to begin the discussion of nonverbal communication, which is more explicitly taught later in the chapter.



STUDENTS DO: **Role Play** the scene they are assigned with partner.

TEACHER DO: As students are engaged in **Role Play**, monitor how they are physically acting out the scene. Ask students to explain what they are doing in addition to reading the lines of dialogue. For example, in Talking to a Brother, the students might act out grabbing pillows and blankets or model how to put the blankets on the chairs. Students can identify how the brother is showing the child his idea. When students have been given enough time to act out both roles, bring the class back together. The concept of nonverbal communication will be discussed and taught later in the chapter.

TEACHER SAY: **Thank you for working well with a partner. Let's think about WHY your characters were communicating. Were you communicating to solve a problem? Get help? Learn something new? Engage in play? What was being communicated? Discuss your answer with your partner.**



STUDENTS DO: Discuss why the characters were communicating.

TEACHER SAY: **At the bottom of the page in your student book, complete the sentence with your partner.**



READ ALOUD: **In this scene, the characters communicate to _______.**



STUDENTS DO: Record the purpose for communicating.

4.TEACHER SAY: **Good job analyzing your communication. You and your partner have agreed on a purpose for communication. Now, you will get to act out your scenario for a larger group to see if everyone agrees on why the two people are communicating.**

TEACHER DO: Put four pairs of students together so that each larger group has all four scenarios being acted out.



STUDENTS DO: **Role Play** their scene for a larger group and observe other groups scenarios. Work together to determine different purposes for communication.

Note to Teacher: At this point, you have not directly given students the specific purposes for communication within the family. Students should be encouraged to discover purposes on their own and have debates within their larger groups about the purposes for communication.

5.TEACHER DO: After providing students with adequate time to share and discuss, bring the class back together.

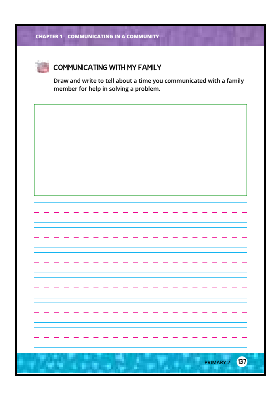
TEACHER SAY: **Let's share what we discussed in our groups. Why do you think the child and Grandma communicate in their scene?**



STUDENTS DO: Share ideas: Grandma and the child communicated to share and learn stories about the past.

TEACHER DO: Repeat the questioning and facilitate discussion for each scenario.

- Dad and child communicated so the child could get help.
- Brother and child communicated to solve a problem together, create something together, or get new ideas.
- Mom and child communicated so the child could learn something new.



6.TEACHER SAY: **We discovered there are many different purposes for communicating within our family. One of the common purposes is to get help. Let's practice this type of communication. Turn to the page titled Communicating with My Family. Think about a time you were at home and you needed help.**

TEACHER DO: Provide **Think Time** for students. You can ask students to give you a signal (such as **Thumbs Up**) to indicate that they have a thought of an example.

TEACHER SAY: **Who did you communicate with to ask for help?**

TEACHER DO: Provide **Think Time**. Then use **Calling Sticks** to have students share an example of needing help and who they communicated with. You can also have students share ideas with a **Shoulder Partner**. Use this time to evaluate if students are able to identify a problem and how communication with a family member helped solve the problem.

TEACHER SAY: **You will now write to communicate about how a family member helped you solve your problem. Make sure in your writing you demonstrate how communication was used. Did you ask for help doing a task? How did your family member respond?**



READ ALOUD: **Draw and write to tell about a time you communicated with a family member for help in solving a problem.**



STUDENTS DO: Draw and write an example of communicating with family to ask for help.

Note to Teacher: If time allows, provide students an opportunity to share in small groups. If you do not have enough time for group sharing, check in with students as they write to ensure they are able to identify ways family members can help to solve problems. You may need to modify the task for students as appropriate in your class. You can also choose to revisit these narratives later in the chapter.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Today we discussed how family members can help us solve problems. Turn to a Shoulder Partner and share your narrative.**



STUDENTS DO: Share narratives.

Lesson 3 Overview

LEARNING OUTCOMES

Students will:
- Discover how technology can facilitate communication in the community (cell phones, email, and so on).
- Practice using different formats of written communication.

PREPARATION

Prepare chart paper titled, "Parts of an Email" with the major parts of an email labeled. Include the "To" line, the "Subject" line, and the body of the message.

Have the following items for display if possible: an envelope; sample stamps featuring different designs; communication technology such as a computer, tablet, or cell phone.

KEY VOCABULARY

- Destination
- Technology

LIFE SKILLS

Learn to Be

Communication:
- Reading, writing, nonverbal communication skills.

MATERIALS

- Student book
- Pencils
- Cell phone
- Envelope with a stamp
- Chart paper
- Markers
- Cell phone, laptop, or tablet (optional)
- Sample stamps (optional)



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: **Yesterday, we talked about different reasons why we communicate in our communities. What are some reasons you remember for why we communicate?**

TEACHER DO: Use **Calling Sticks** to choose three students to answer the question before continuing.

 STUDENTS DO: Share reasons why we communicate in our communities.

2.TEACHER SAY: **We also know that there are many WAYS to communicate. Would you believe that long ago, people would send messages using camels, birds, or even drum beats? Today, we have many forms of technology that help us communicate. Who can name some examples?**

 STUDENTS DO: Raise hands to share ideas.

Note to Teacher: Adjust the response in TEACHER SAY below based on the examples given by students.

TEACHER SAY: **You gave great examples. Remember that technology does not just mean electronic devices like a cell phone or computer. Technology means anything that is a tool designed to solve a problem. For example, a pencil is a form of technology. Thumbs Up if you think a pencil can help us communicate.**

 STUDENTS DO: Respond.

TEACHER DO: Call on two or three students with **Thumbs Up** to explain their thinking.

3.TEACHER SAY: **We can certainly communicate with others by writing someone a letter with**

a pencil. We could also use a pen, crayon, or marker. Over the next few days, we are going to explore multiple ways technology helps us communicate. We will practice elements of each new type. Now let's think. If we write a letter, how does the letter get to another place or destination?**

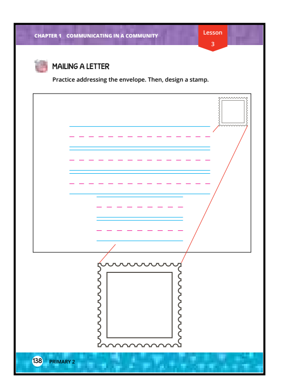
TEACHER DO: Show students an envelope with a stamp on it. Use **Calling Sticks** to choose three students to answer the question.



STUDENTS DO: Explain how a letter gets to its destination.

TEACHER DO: Draw a diagram as you describe the following process to accommodate visual learners. If students are somewhat familiar with the topic, introduce the process through a combination of statements and questions, such as "Where do you think the letter carrier takes the mail?"

TEACHER SAY: Yes, when you send a letter to someone, you buy a stamp, put the stamp on the letter, and place the letter in a mailbox. The letter carrier collects it. At the post office, it is sorted by destination. All the mail going to one place is then taken by truck—or even airplane if it is very far away—to a post office near its destination. Another letter carrier gets the letter to deliver in the receiver's mail. Wow. That process has a lot of steps to it. Let's think again: How does the post office know where a letter is supposed to go?





STUDENTS DO: Share ideas.

TEACHER SAY: That is right. We write the name of the person who will receive the letter and the destination on the envelope. Let's practice.

TEACHER DO: Hand out student books. Ask students to turn to the page Mailing a Letter. On the board, write out parts of the school's address in different areas, out of order.



READ ALOUD: Practice addressing the envelope. Then, design a stamp.

TEACHER SAY: Let's pretend you are home and want to mail me a letter here at school. I have listed all of the important information you need to include on the board, but that information is a little mixed up. Does anyone know what piece of information goes first on our envelope?



STUDENTS DO: Raise hands to share ideas.

TEACHER SAY: Our first step is to write the name of the person the letter should be delivered to. Under the name you will write the thoroughfare number, type, and name. Under that, you will write the district. Then the next two lines are for the governance name and postcode.

TEACHER DO: Break up or repeat these steps as needed to support students. Go over the information for your school's address that you have posted on the board. If necessary, make connections to the information on the board and where that should be located on the envelope in the student book. Depending on your class, you can choose to repeat each line's instruction and wait for students to finish before moving on, or you can choose to allow students to work independently at their own pace.



STUDENTS DO: Address the envelope appropriately.

TEACHER DO: After students finish working, show the proper way to address the envelope and have students check their work.

TEACHER SAY: The next instruction is to design a stamp for your envelope. Has anyone ever seen a stamp? What was the design?



STUDENTS DO: Raise hands to share experiences.

TEACHER SAY: Stamps often feature a monument or a well-known place. Sometimes a stamp design features a famous person. Other times it relates to an important event. Think for a moment about what you would put on a stamp. Then draw your design at the bottom of the page.

TEACHER DO: Extend this conversation as desired. If many students are familiar with multiple

stamp designs, ask them to name examples in each category mentioned. If you have access to sample stamps, pass a few around for students to discuss. Refer back to previous learning about monuments and important people and places.

 **STUDENTS DO:** Use **Think Time**, then design an original stamp.

4. **TEACHER SAY: Mailing a letter can take a long time. What if you wanted to tell a family member who lives far away about an award you have just won? How can you send them a written message faster than mailing a letter?**

TEACHER DO: Use **Calling Sticks** to choose three students to answer the question. (Options include, but are not limited to, social media, cell phone apps, or email.)

 **STUDENTS DO:** Share other ways to communicate more quickly than by mail.

TEACHER SAY: We just finished thinking about how letters are mailed. Let's think about the same question for an email. Does a letter carrier come around to pick up the email and deliver it to someone else?

 **STUDENTS DO:** Raise hands to share ideas.

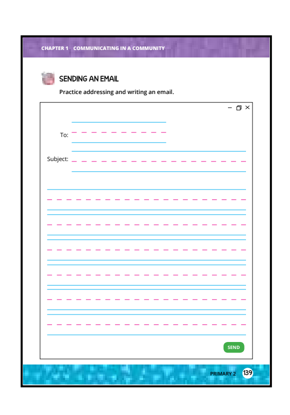
TEACHER DO: Draw a diagram as you describe the following process to accommodate visual learners. Students do not need to understand the details of how electronic communication works at this age. The following explanation uses the former analogy of the post office as a parallel to the digital process.

TEACHER SAY: That is right, there is no human letter carrier involved in collecting and sending your email. The process all happens digitally, between different types of computers. When you hit "send" on an email, the email travels to a server, which is another computer that acts like a post office. The server reads where the email should be sent, and sends the message to another server related to the destination email address. That server then delivers it to the recipient's email. That is also a complicated process. How long do you think it takes?

 **STUDENTS DO:** Raise hands to share ideas.

TEACHER SAY: One amazing thing about computer technology is that even if the servers are across the country or the world, this whole process happens in an instant. Amazing. Let's keep thinking. How do you think we tell a server where to send an email? If you want to write me an email here at school, do you put the school's address on it like our letter?

 **STUDENTS DO:** Raise hands to share ideas.



TEACHER DO: Hang the chart "Parts of an Email" in the front of the room. Ask students to turn to the page Sending an Email in the student book and follow along as you explain. If students are somewhat familiar with email, ask them to explain what goes in each space.

TEACHER SAY: When we write an email, there are a few important parts to fill in. We use different information than what we wrote on our envelope. To send a message, we need to know the email address of the person we are emailing. This goes on the line of the email labeled "To:"

TEACHER DO: Point to the appropriate section on the chart. Continue explaining how an email address is constructed and the other parts on the chart.

- Email addresses always use the @ symbol.
- It is very important to type the email address exactly. Even one incorrect letter, number, or symbol means the email might be delivered to the wrong person or to no one at all.
- The "Subject" line tells the person what your message is about.
- Your letter is typed in the main body of the message.

TEACHER SAY: Now it is your turn to practice. Think for a minute about a brief message you would like to send a family member. You do not have to know a real email address. For now, you can use the person's title such as grandmother@...



 **STUDENTS DO:** Use **Think Time**, then practice composing an email including a (fictional) address.

TEACHER DO: As students work, circulate around the room to provide assistance.

TEACHER SAY: **Our Share project is to present something that we have learned this year to a community member. Do you think a letter or email would be a good way to share what we have learned? Why or why not?**

 **STUDENTS DO:** Share ideas.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Today we talked about communicating with technology and we practiced two ways to send messages. Turn to your Shoulder Partner and share one way you think mailing letters and sending emails are different.**

 **STUDENTS DO:** Discuss ideas with **Shoulder Partner**.

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Compare and contrast communication styles. • Categorize conversations by levels of respect, topics of conversations, and purposes for communication. • Practice solving problems related to digital communication.	• Formal • Informal	• Student book • Pencils • Chart paper

PREPARATION

On large chart paper, draw the **Venn Diagram** as seen on the student book page Comparing Mail and Email. If computers or tablets are available, reserve in advance of this lesson.

LIFE SKILLS	
Learn to Be	Learn to Know
Communication: • Reading, writing, nonverbal communication skills.	Problem-Solving: • Analyze the parts of the problem.



Learn (90 minutes)

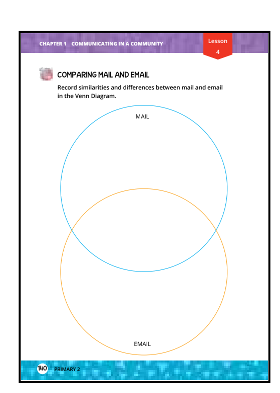
Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: Yesterday, we talked about ways technology can help us communicate. We practiced using two different methods for communication: mailing a letter and sending an email. What do you remember about how the addresses we used for each were different?

TEACHER DO: Use **Calling Sticks** to choose three students to answer the question before continuing.

 **STUDENTS DO:** Share ideas.



2.TEACHER SAY: In fact, there are many ways that mailing letters and sending email are different. There are also many ways that they are similar. Let's spend some time thinking about this further. Turn to the page Comparing Mail and Email in your student books. What do you see on the page?

 **STUDENTS DO:** Raise hands to respond (a **Venn Diagram**).

TEACHER DO: Hang up the large **Venn Diagram** to fill out during the following discussion. Remind students how to use a **Venn Diagram** if needed.

TEACHER SAY: Very good. We use a Venn Diagram to think about similarities and differences between two or more things. For example, we have said that the type of addresses used are different. Let's record that.

TEACHER DO: **Model** recording notes on either side of the circles, such as "uses physical address" on the MAIL side and "uses email address" on the EMAIL side.

TEACHER SAY: Let's keep thinking together. Yesterday we talked about how long it takes to send each type of message. What do you remember about this? Is this a similarity or difference?

STUDENTS DO: Raise hands to share ideas.

TEACHER DO: Record timelines (such as "a few days" for MAIL and "instant" for EMAIL) on the chart. Continue facilitating the conversation, asking for at least one similarity to record as a class. Then have students work with a **Shoulder Partner** to list three or four more similarities and differences between the two types of communication. If students struggle to think of similarities and differences, prompt them with questions such as:

- Can I mail a letter or send an email to more than one person at a time?
- Can I mail a letter or send an email to someone in another country?
- Do I need to pay to send an email like when I buy a stamp to mail a letter?

STUDENTS DO: Work with **Shoulder Partner** to compare and contrast mail and email.

TEACHER SAY: Thank you for thinking hard about how mail and email is similar and different. Let's think a little deeper about the fact that email is delivered instantly. This is also true of many cell phone apps and social media. Why is instant communication helpful?



STUDENTS DO: Raise hands to share ideas.

TEACHER DO: Extend this conversation to encourage students to also consider the downsides to instant communication, such as: you might misspell something, you might send it to the wrong person, you might say something mean, once you send something you cannot get it back. Encourage analysis and reasoning.

3. **TEACHER SAY: Today we have advanced technology like cell phones, computers, and tablets. We can write a message and just moments later, the other person can read what we wrote. Sometimes this is good. People can be connected like they are right there with you. We can get answers to questions quickly. Sometimes it can also cause problems. Open your student books to the page Scenarios.**

TEACHER DO: Assign each row or table a different scenario to read and discuss. You may wish to modify this task and review each scenario as a class. However, provide **think time** and an opportunity for students to talk with **Shoulder Partners** or small groups to encourage participation and creative thinking.



READ ALOUD: In your rows, discuss the scenario and how you would solve the problem. Complete the sentences.



STUDENTS DO: Discuss and record scenarios and solutions.

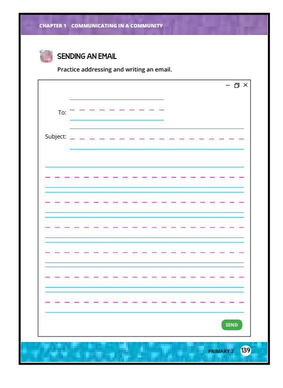
TEACHER SAY: Let's share what we have been working on. If I call on you, tell us your problem and how you solved it. You can share more than one way to solve the problem.



STUDENTS DO: Share problems and solutions.



4. **TEACHER SAY: You are becoming creative problem solvers. Thank you for sharing. Let's turn our thinking to another part of communication. I wonder if we write to everyone around us in the same tone. Turn back to the email you wrote yesterday on the page Sending an Email. You wrote the message to a family member. If you had been writing to a friend, would your message have changed at all? Discuss this with a Shoulder Partner.**





STUDENTS DO: Discuss changes to a message if sent to a friend instead of a family member.

TEACHER SAY: Now think, what if you were sending it to a teacher at school, your principal, or a store owner in the community? How would your message change in that scenario?



STUDENTS DO: Discuss changes to the message with **Shoulder Partner**.

TEACHER DO: Use **Calling Sticks** to ask a few students to share ideas with the whole class. If students suggest that we write or speak more formally to people we do not know or people who are older, emphasize this point.

5. TEACHER SAY: As we plan presentations in class, like commercials, we think about our audience. We think about making our message appropriate to the audience we have. We do the same thing in writing letters or speaking to others. We communicate differently with our friends, teachers, family, or community members. Yesterday we used the example of winning an award. Turn to your Shoulder Partner and tell them as a friend about an award you just won. When they congratulate you, how would you react?

 **STUDENTS DO: Role Play** telling a friend about an award.

TEACHER SAY: Now, imagine another teacher or an adult from the community heard about your award and wants to say congratulations. Turn back to your Shoulder Partner and Role Play how you would react to this adult.

 **STUDENTS DO: Role Play** reacting to an adult's congratulations.

TEACHER SAY: What was different about your two responses?

 **STUDENTS DO:** Raise hands to share ideas.

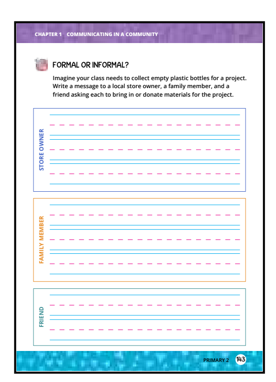
TEACHER SAY: Just like when we have conversations with people, it is important to consider our audience, or who reads our message. We can have FORMAL conversations or INFORMAL conversations. Which of the two scenarios we just acted out was more formal?

TEACHER DO: Use **Calling Sticks** to select a few students to respond. Ask if they agree or disagree with the first student's answer. Extend the conversation by asking students to:

- Identify other situations where formal conversation is expected and appropriate.
- Provide examples of situations where informal conversation is appropriate.

 **STUDENTS DO:** Share opportunities for formal messages such as writing to a relative, teacher, company or store, boss, or co-worker. Share opportunities for informal messages such as writing to a friend or younger sibling.

6. TEACHER SAY: You already know a lot about formal and informal conversations. In an informal conversation between two friends, we might call a friend by a silly nickname. In a formal conversation with the principal, show me a Thumbs Up if you would call your principal by a silly nickname.



CHAPTER 1 COMMUNICATING IN A COMMUNITY

FORMAL OR INFORMAL?

Imagine your class needs to collect empty plastic bottles for a project. Write a message to a local store owner, a family member, and a friend asking each to bring in or donate materials for the project.

STORE OWNER

FAMILY MEMBER

FRIEND

PRIMARY 2 143

 **STUDENTS DO:** Keep thumbs down to show that this would be inappropriate.

TEACHER SAY: When we write a formal message, we pay careful attention to using correct spelling, grammar, and proper language. We show respect. We should also be kind to friends in conversation, but we do not need be as formal in our language. Let's practice. Open your student books to page Formal or Informal? Read the directions silently first.

 **STUDENTS DO:** Read directions on the page independently.

TEACHER DO: Repeat directions and add more detail to the provided scenario as needed. Instruct students to work in pairs, small groups, or independently depending on the class's writing skills.



 **STUDENTS DO:** Compose three messages with similar content but different styles to three different people.

Note to Teacher: If computers are available, this activity can be done using a word processing program. To reinforce prior learning about letters and email addresses, you can specify which format students should use if desired.

TEACHER SAY: Let's use the Hands Up, Pair Up strategy to share our letters with a partner.

 **STUDENTS DO: Hands Up, Pair Up** to share messages with three or four partners.

TEACHER SAY: Thank you for working hard at practicing formal communication. This will be important for when we present what we have been learning to a community member in our Share project.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we talked about appropriate ways to communicate and how to solve problems that come up in digital communication. If you could share one rule or guideline with a younger sibling about using social media, cell phones, or computers to communicate, what would it be? Turn and share with your Shoulder Partner.

 **STUDENTS DO:** Discuss digital communication guidelines with **Shoulder Partner**.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Use conversation to solve problems with peers, siblings, and parents. • Demonstrate how to use verbal and nonverbal forms of communication.	• Gesture • Nonverbal • Tone • Verbal	• Student book • Pencils • Crayons • Paper plates • Paper circles (5 per student or student group) • Tape • Colorful construction paper

PREPARATION

Create a model of a puppet face using a paper plate and five interchangeable faces on paper circles the same size as the center of the plate. Attach tape loops to the back of each face so that you can easily attach to and remove from the paper plate. If possible, enlist volunteers to help precut five paper circles per student or student group, approximately the size of the center of the paper plate.

LIFE SKILLS

Learn to Know	Learn to Be
Problem-Solving: • Analyze the parts of the problem.	Communication: • Good listening. • Self-expression. • Reading, writing, nonverbal communication skills.



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: **Yesterday, we talked about some similarities and differences between mailing a letter and sending an email. We explored how instant communication can be helpful and some of the challenges that it presents. Who can remind us of some things that letters and email have in common?**

TEACHER DO: Use Calling Sticks to choose three students to answer the question before continuing.

 STUDENTS DO: Share ideas.

2.TEACHER SAY: **One thing they have in common is that they both use written words. When someone reads a letter or an email, we are not usually nearby. They cannot see our face, hear our reaction, or ask us questions to answer immediately like in a spoken conversation. Which do you usually prefer? Written communication or in-person communication?**

 STUDENTS DO: Raise hands to share preferences.

TEACHER SAY: **There are certainly benefits to both kinds of communication. One benefit to being in person is that we can communicate a lot beyond the words we say. Watch my face. Think about what I am trying to communicate to you.**

TEACHER DO: Make happy, sad, and angry faces. Choose a student to describe what you are

trying to communicate for each. When students answer, prompt them to think more deeply by asking, “Why do you think that?”

 **STUDENTS DO:** Describe what the teacher is trying to communicate.

TEACHER SAY: You are very good at “reading” my facial expressions. Now, listen to my voice. Think about what I am trying to communicate.

TEACHER DO: Say the following in a surprised tone of voice: “Did you SEE that?”

TEACHER SAY: What do you think I am feeling when I ask that question?

 **STUDENTS DO:** Share ideas.

TEACHER DO: Repeat the question, “Did YOU see that?” in an angry tone of voice.

TEACHER SAY: I just said the same words, but did I still sound surprised? Show me a Thumbs Up if you think my emotion was the same for both questions.

 **STUDENTS DO:** Show a **Thumbs Up** or not to vote.

TEACHER SAY: Very good. My tone changed. What emotion was I communicating the second time?

 **STUDENTS DO:** Share ideas.

TEACHER SAY: So far, we have talked mainly about written communication. One fascinating part of in-person communication is that we communicate both with our words and with our faces and bodies. We will be learning about nonverbal and verbal communication today. Whisper to your Shoulder Partner what you think verbal and nonverbal mean.

 **STUDENTS DO:** Share with **Shoulder Partner**.

TEACHER DO: Use **Calling Sticks** to choose three students to share.

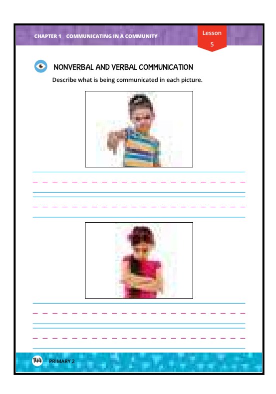
 **STUDENTS DO:** Share meanings of verbal and nonverbal.

TEACHER SAY: Very good. Verbal means using words and nonverbal means not using words. Much of our communication is nonverbal. Babies who do not know how to speak yet certainly know how to communicate. What are some ways that babies communicate? Raise your hand if you have some ideas.

TEACHER DO: Select students with hands raised. Possible answers include: crying, laughing, smiling, kicking feet.

 **STUDENTS DO:** Share ways that babies communicate.

Note to Teacher: In Lesson 2, students acted out scenarios of communicating in the family. Students may have used nonverbal communication in their **Role Play**. *This would be an appropriate time to refer back to that lesson and nonverbal aspects of their communication.*



3.TEACHER SAY: Open your student books to the page Nonverbal and Verbal Communication.

 **READ ALOUD: Describe what is being communicated in each picture.**

TEACHER SAY: Let’s practice “reading” nonverbal communication. This can be easier in person or in live conversation, but these pictures are great examples of nonverbal communication. Work on your own to begin, then we will share ideas with each other.

 **STUDENTS DO:** Write what they think is being communicated in each picture.

TEACHER DO: Have students share ideas with a **Shoulder Partner**, then use **Calling Sticks** to select students to share with the class what is being communicated by each picture.

Communication

 **STUDENTS DO:** Share what is being communicated in each picture.

TEACHER DO: Assign students partners or allow them to choose their own partner.

4. **TEACHER SAY: We are learning that we can use our faces, movements, and tone of voice to communicate nonverbally. We can shout, whisper, make our words short (curt), or laugh while we talk. People listen to the words we use. They also find meaning in our tone of voice. Your parents or your older siblings also use texts, probably quite often. Sometimes, people misunderstand what we mean when we text or write something because they cannot tell what tone of voice we are using. Let's read a script about a problem with a friend. Open your student books to the page, Solving Problems in Communication.**

 **READ ALOUD: Choose a character and practice saying your lines with the suggested tone of voice. Give feedback to your partner when they say their lines.**

TEACHER SAY: What do you notice after the character's names?

 **STUDENTS DO:** Share observations.

TEACHER SAY: That is right. There is a word in parentheses after the names. The first line says "happy" and the second says "angry." These are feeling words, or emotions. When it is your character's turn to speak, read the line in a way that matches that feeling word. This is a good opportunity to practice communication. After you say a line, your partner should give feedback on whether the tone of voice matched the feeling word. Remember to use your good listening skills.



 **STUDENTS DO:** Practice saying lines and giving feedback.

TEACHER DO: Provide ample time for students to practice and improve. As students work, distribute art materials (including paper plates, markers, and paper circles) or have them available in a central location for students. Have an example of a puppet with interchangeable faces ready to show students.

Note to Teacher: If your class enjoys being creative, encourage them to imagine a new problem for Hossam and Nour to solve together for the puppet plays. Otherwise, continue using the script provided on the page Solving Problems in Communication. If using the provided script, make sure students consult the script to create the appropriate facial expressions in the next task.

TEACHER SAY: Let's continue learning about and practicing verbal and nonverbal communication. Puppets can help us think about how we express ourselves. We are going to make our own puppet versions of Nour and Hossam to use, but these puppets are going to be a bit different than usual. You will get five paper circles and one paper plate to use for your puppet's face. Why do you think you have more than one circle?

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Those are great ideas. You will draw five different faces showing five different emotions. Look back at the different emotions you just practiced in the story about Hossam and Nour. If your character is sad, tape your sad face on the paper plate. If your character becomes happy, you can take off the sad face and put a happy face on the plate. Your first step is to draw five faces showing five different emotions.

Note to Teacher: If available, allow students to use computers to generate different faces for their puppets. Students could also cut out faces or facial features from magazines or advertisements.

 **STUDENTS DO:** Create faces for puppets.

TEACHER DO: Circulate around the room, assisting students as needed. Encourage students to help each other as they create appropriate faces. When students are nearly finished, demonstrate how to make tape loops so that they can attach, remove, and reattach the faces to the paper plates.

TEACHER SAY: Your puppets look ready to use. Let's match up with a new partner and practice our play. If you are the character Nour, please line up on this side of the room with your puppet. If you are the character Hossam, please line up facing the Nours.

 **STUDENTS DO:** Match up with a new partner and perform puppet shows.

TEACHER DO: Circulate around the room, listening and watching students as they perform their puppet show. After a few practice rounds, have pairs partner up with one or two more pairs to perform for each other and provide feedback on the use of emotion in the script or original dialogue.

TEACHER SAY: I observed some very good puppet shows. It is helpful that we can see when Hossam is angry and when Nour is happy or confused. You also did a good job using happy and angry tones of voice. When we communicate with each other, it is important to listen to each other's tone of voice. Watching for nonverbal signals like facial expressions also helps us understand each other.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we talked about nonverbal and verbal communication. How do you think nonverbal communication could help you in our Share project if we present in person to a community member what we have learned this year? Discuss with your Shoulder Partner.

 **STUDENTS DO:** Share ideas with **Shoulder Partner**.

Lesson 6 Overview

LEARNING OUTCOMES
Students will: • Describe communication in the community within specialized services. • Create a map to show the local community.

KEY VOCABULARY
• Baker • Computer programmer • Electrician • Factory worker • Farmer • Grocer

MATERIALS
• Map of the local community • Student book • Pencils • Tokens (1 piece per student to move around map)

PREPARATION
If possible, bring in a map of your local community with important businesses identified. Other options include projecting an online map or printing out a few copies of an online map that shows approximately five or six square blocks of the neighborhood. Draw a simplified map of your community with the school located in the middle and a few roads that lead to local community businesses. Students will be copying your model in the student books to create a local map.

LIFE SKILLS
Learn to Work
Negotiation: • Self-control.



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: **Yesterday, we talked about how nonverbal and verbal tone of voice is important when communicating with each other. What are some examples of nonverbal communication? Let's have a few students demonstrate and we will try to guess what they are communicating.**

TEACHER DO: Use Calling Sticks to choose three students to demonstrate nonverbal communication, then call on students with raised hands to guess the meaning of the communication.

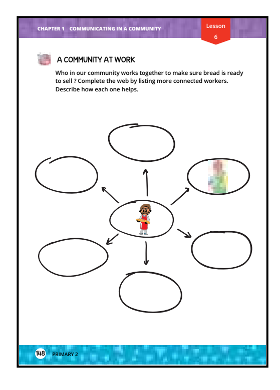
 STUDENTS DO: Share examples of nonverbal communication and guess what is being communicated.

2.TEACHER SAY: **Throughout this chapter, we have been learning about communication skills that can help us with our Share project. But we have not talked much about our audience. Let's take a day to focus on who could be in our audience. On the first day of the chapter, we listed people in the community that we speak to during the day. Let's make another list now to remind ourselves.**

 STUDENTS DO: Volunteer to identify people in the community they greet or talk to during the day.

TEACHER DO: Record student answers on the board. Students may know names or simply identify people by their jobs. If names are given, write the job or profession next to the name on the list.

3.TEACHER SAY: **We have already learned a little about jobs we see in the community. Today we are going to learn about some specialized workers, and we will create a map to show were**



community members might work. We will also practice categorizing communication by thinking about how those workers can interact with each other throughout the day. Open your student book to the page A Community at Work.



READ ALOUD: **Who in our community works together to make sure bread is ready to sell? Complete the web by listing more connected workers. Describe how each one helps.**

TEACHER SAY: **What do you see on this page?**



STUDENTS DO: Share observations.

TEACHER SAY: **Now let's think. In Primary 1, you may have learned about how bread is made. Think back through the process you learned. How do you think a baker and a grocer are connected? How does the grocer help make sure bread is ready to sell?**



STUDENTS DO: Share ideas.

TEACHER DO: Recreate a sketch of the **Web** in the student book on the board. **Model** the task by providing one more example, such as an electrician (if electric ovens are used to bake bread in your community) or a bricklayer (if wood-fired brick ovens are more common). Write the name of the worker and a phrase to describe the connection in another circle. Encourage students to think creatively about connections and complete the **Web** with their **Shoulder Partner**.



STUDENTS DO: Work with **Shoulder Partner** to identify more workers who enable the work of making and selling bread.

TEACHER DO: As students finish working, use **Calling Sticks** to choose students or pairs to share a worker who has not yet been mentioned. Continue adding circles to the class **Web** to emphasize the large number of community connections. If students begin to run out of ideas, prompt them to think further with questions such as:

- What if the baker gets sick? Who can give him medicine? (doctor, pharmacist)
- What if the baker wants to print advertisements or a menu? Who can help? (printer, artist, newspaper editor)
- Where do you think the baker gets his apron? (clothes retailer)
- Who helps the baker save the money he makes? (banker)

TEACHER SAY: **As we mention each job, please raise your hand if you know someone who does this job.**

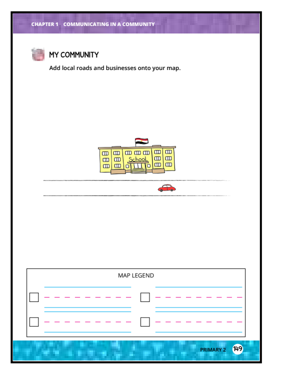


STUDENTS DO: Raise hands if they know someone who does one of the specialized jobs.

TEACHER DO: Give students an opportunity to share anecdotes about people they know in these jobs.

4. TEACHER SAY: **Now that we have thought about jobs in the community, let's look at where we can find these workers in our neighborhood.**

TEACHER DO: Display the map of your local community. As a class, identify various locations on the map. Begin with familiar locations students would recognize, then extend to locations of some of the workers listed on the class **Web**. Facilitate discussion about when students might visit different places, who they communicate with at each location, and for what purpose. For example, students might communicate with a grocer to find out where a specific food might be. Parents might interact with an electrician to get help fixing something at home. You can refer back to how workers helped families in Chapter 1 as well.



Note to Teacher: The discussion should be localized for your community. If a job was not listed on the **Web**, *but is important in your community, the job should be discussed and located on the map. Be sure to continually tie in the discussion of jobs to how the student or student's family might communicate and interact with that job.*

TEACHER SAY: **Let's make our own map of our community to remember what we are learning. Open your books to the page titled My Community.**

 READ ALOUD: **Add local roads and businesses onto your map.**

TEACHER DO: Model how you would draw roads leading from the school. Locate the map legend as a class and complete it as businesses are added to the map. Students can choose to add extra businesses into the legend as needed based on your local community. As students work, circulate around the room to assist as needed.

 STUDENTS DO: Create a map of the local community.

5.TEACHER DO: Hand out a "token" for students to use as a game piece. This can be as simple as a scrap piece of paper, coin, or a math manipulative. Students will use these tokens to move around their map.

TEACHER SAY: **We will now use our map to move through our community. Let's consider how the workers might communicate to help solve problems together. You will listen as I read a scenario. You will move your token to the job that will best be able to solve the problem. Then, with a partner, you will Role Play the conversation.**

TEACHER DO: Read the following scenarios one at a time. After each scenario, have students move their token to the job that can provide help. Then, allow students to work with a partner to Role Play how the community members can communicate to solve the problem.

TEACHER SAY: **As you Role Play a conversation with your partner, think about the way you would greet another worker. Use your best communication skills while acting out your role.**

Note to Teacher: Adjust the scenarios as needed to apply to your local community.
- *Scenario #1: The grocer arrives at work in the morning. He notices that his freezer is not keeping the food frozen. He needs to call someone to fix his freezer. Who should he call?*
- *Scenario #2: A new electrician decides she wants to make postcards to mail to her neighbors announcing her new business. Who should she call?*
- *Scenario #3: The baker has a large order for a party he has to complete. He is running low on eggs and needs more to finish his baking. Who should he call?*
- *Scenario #4: The farmer is trying to communicate with everyone who purchases from her farm. She usually makes a lot of phone calls but that is taking too long. She wants to set up a website and use email to communicate. Who should she call?*

 STUDENTS DO: Use tokens to move around the maps and Role Play conversations with partners.

 Negotiation

Note to Teacher: Acted out conversations should be brief and focused on the problem introduced in the scenario. Students who enjoy role playing and being creative may want to extend the conversation further than is needed. Encourage students to stay focused and to return to silence after each brief conversation so that they can hear the next scenario.

TEACHER DO: After reading each scenario, move around the room to monitor student communications. Invite two or three groups to act out how they communicated between community members to solve the problem posed in the scenario for the whole class. Ask students, "Did you communicate with someone who had the same job as you? Did you communicate in the same way? What other job could have helped solve the problem?" This is also the time to discuss specific, localized jobs.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Today we talked about how jobs in our community rely on each other. How many of you would like a job we talked about today? Raise your hands.**

 STUDENTS DO: Raise hands to respond.

TEACHER SAY: **Turn to your Shoulder Partner and describe what you liked about the Role Plays today and what was difficult.**

 STUDENTS DO: Share successes and challenges with a Shoulder Partner.

Lesson 7 Overview

LEARNING OUTCOMES	MATERIALS	LIFE SKILLS
Students will: • Analyze purposes for communication in the community. • Apply math in real-life scenarios.	• Student book • Pencils • Chart paper • Prerecorded conversations	**Learn to Know** Problem-Solving: • Analyze the parts of the problem.

PREPARATION

Prerecord the following conversations using a voice recorder or a cellular phone. Each conversation involves two people. If you are unable to prerecord the conversation, have a volunteer or a student **Role Play** each scenario to the classroom.

Conversation #1(between a clothing retailer and his store owner or manage)r:
Worker: Good morning, sir.
Manager: Good morning. Glad to see you today. How many hours have you worked this week?
Worker: I have worked four days this week, eight hours each day, sir.
Manager: Great, so 32 hours. Are you able to work an extra day this week? I need another person on the schedule for tomorrow.
Worker: Yes sir, I am able to come in tomorrow. Thank you for checking.

Conversation #2 (between a new electrician and a printshop):
Printer: Good morning, how can I help you today?
Electrician: I would like to send postcards to the neighborhood announcing my new business.
Printer: That is a great idea. Do you have a design in mind?
Electrician: I put together some ideas, but I do not have a computer at home to create the design.
Printer: We have computers here that you can use. How many postcards would you like printed? And what size do you want them to be?
Electrician: I would like to start with 100 postcards. I am not sure about the size. Do you have any samples, and what does each cost?
Printer: Let me check. I will look for samples and our cost sheet. One moment, please.

Conversation #3 (between a grocer and a baker):
Grocer: Did you find everything you were looking for?
Baker: I need four dozen eggs, but I only saw three dozen on the shelf. Do you have any more?
Grocer: The farmer just dropped off more this morning. I have not had time to unpack them. Let me go into the back to get you one more dozen.
Baker: Thank you.
Grocer: Here they are. Is there anything else?
Baker: No, that is all. Thank you.



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: Yesterday, we learned about how our community works together. Who can remember a professional connection we thought a baker might need?

TEACHER DO: Use **Calling Sticks** to choose three students to answer the question before continuing.

TEACHER SAY: As we located professionals in our community, we thought about how they might communicate to solve problems. Today we will study work conversations more closely.

We will also explore how math is incorporated into conversations. We will be presenting what we are learning with community members. I think they would be interested to see how the math you are learning relates to their jobs.

2.**TEACHER DO:** Prepare the prerecorded conversations to play for the class. Adjust the conversation below depending on whether the conversations are recorded or performed live.

TEACHER SAY: I will play three different conversations between workers and community members. As we listen, we will determine the purposes for the conversations as we did earlier in the chapter. The first conversation I will play for you is between a clothing retail worker and the store manager. As you listen, be prepared to share the purpose for conversation with your Shoulder Partner.

TEACHER DO: Play the first recorded conversation.

 **STUDENTS DO:** Share the purpose of the conversation with **Shoulder Partner**.

TEACHER DO: Use **Calling Sticks** to have two or three students volunteer a response.

TEACHER SAY: The purpose of the conversation is to determine the worker's hours and schedule. The manager is also trying to solve a problem of needing a worker. Did the worker use formal or informal language with his manager? How do you know?

 **STUDENTS DO:** Share ideas and justify answers.

TEACHER DO: Repeat the process for the next two conversations. The purpose for the conversation between the printer and electrician is to determine cost and size of a printing job. The purpose for the conversation between the grocer and baker is to solve a customer's problem.

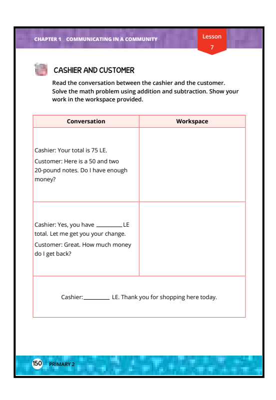
3.**TEACHER SAY: Great job listening and determining purposes for conversation. You were also able to identify how respect was conveyed between those who were communicating. I also heard real life examples of math being used in these conversations. Think about the retail worker and manager. How was math applied in their conversation?**

 **STUDENTS DO:** Volunteer to identify math in the communication.

TEACHER DO: Call on student volunteers to identify that math was used to determine the number of hours worked for the week. Math was also used by the manager to determine the number of employees he needed to work that weekend. Repeat the questioning for the next two conversations.

TEACHER SAY: Let's analyze how the retail manager determined the number of hours the worker had worked during the week. (Replay the conversation.) The worker stated that he/she had worked for 4 days that week, 8 hours each day. How did the manager figure out the total number of hours?

TEACHER DO: Provide **Think Time** before modeling how to solve the problem with the class. **Model** how to solve the problem using drawings or other models.


CHAPTER 1 COMMUNICATING IN A COMMUNITY — Lesson 7

CASHIER AND CUSTOMER

Read the conversation between the cashier and the customer. Solve the math problem using addition and subtraction. Show your work in the workspace provided.

Conversation	Workspace
Cashier: Your total is 75 LE. Customer: Here is a 50 and two 20-pound notes. Do I have enough money?	
Cashier: Yes, you have ________ LE total. Let me get you your change. Customer: Great. How much money do I get back?	
Cashier: ________ LE. Thank you for shopping here today.	

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4.**TEACHER SAY: We use math every single day, even when we are not in school. You read a clock to know when you need to get ready to leave the house. You use money when you go shopping. Maybe when you are working on your Share project, you will write about how you think math is used in different jobs. Let's practice what these conversations might look like by solving math problems from a real-life scenario. Open your student book to the page Cashier and Customer.**

 **READ ALOUD: Read the conversation between the cashier and customer. Solve the math problem using addition and subtraction. Show your work in the workspace provided.**

 **STUDENTS DO:** Independently read the conversation.

Note to Teacher: If necessary, you can read through the conversation as a whole class. At this point in the year, provide time for students to attempt to read independently to start. For the first page, take students

through the conversation one step at a time and analyze the various math problems involved in the interaction. Work as a class to break down each problem step by step. Then, reread the conversation as a whole to look at the big picture of how math was applied in multiple ways.

TEACHER SAY: **In the first part of the conversation, we hear the cashier tell the customer the total. How much money does the customer owe?**

TEACHER DO: Record the student response of 75 LE on chart paper or a board in the front of the room.

TEACHER SAY: **We also heard the customer tell the cashier the different denominations of money she had. What notes does the customer have?**

 STUDENTS DO: Volunteer to answer.

TEACHER DO: Call on students with hands raised until one correctly states the answer. Write 50, 20, and 20 on the board.

TEACHER SAY: **The customer asked if she had enough money. How did the cashier know she had enough? Turn to a Shoulder Partner to share the math the cashier must have done in her head.**



 STUDENTS DO: Discuss how the cashier used addition and compared numbers.

TEACHER SAY: **Yes, the cashier added the three amounts together to find the total amount of money. In the workspace provided in your student book, add 50, 20, and 20. Record the total in the conversation. You can draw pictures to help you solve the math problem if necessary.**

 STUDENTS DO: Show work in student books. Use addition to find the total.

TEACHER DO: After providing time for students to solve the addition problem independently, **Model** how to solve the addition problem. Invite students to help you solve the problem at the board too.

TEACHER SAY: **The customer had a total of 90 LE. Is 90 LE more or less than the 75 LE she needs to pay?**

 STUDENTS DO: Respond.

TEACHER SAY: **The cashier said she will make change. How does the cashier know how much money to give back to the customer? Turn to a Shoulder Partner to share how the cashier knew how to make change.**

 STUDENTS DO: Discuss how the cashier used subtraction.

TEACHER SAY: **Yes, the cashier subtracted the amount the customer gave her from the total amount the customer owed. In the workspace provided in your student book, subtract 75 LE from 90 LE to determine the amount of change the customer received. You can draw pictures to help you solve the math problem if necessary.**

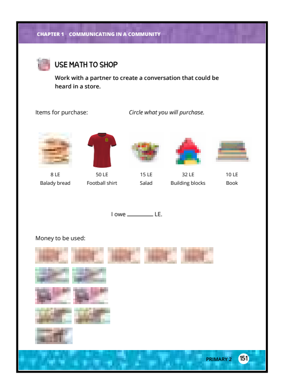
TEACHER DO: After providing time for students to solve the subtraction problem independently, **Model** how to solve the problem. Invite students to help you solve the problem at the board as well.

TEACHER SAY: **The cashier gave the customer 15 LE back. What combination of coins or notes could the cashier give to the customer?**

TEACHER DO: Provide **Think Time**, then have students share ideas with their **Shoulder Partner**.

TEACHER SAY: **I will use Calling Sticks to have us share different ways we could make the 15 LE.**

Note to Teacher: Depending on your students' familiarity with notes, you can have the actual notes or images of notes to display to students to make various combinations of 15 LE.


CHAPTER 1 COMMUNICATING IN A COMMUNITY

USE MATH TO SHOP

Work with a partner to create a conversation that could be heard in a store.

Items for purchase: Circle what you will purchase.

8 LE Balady bread	50 LE Football shirt	15 LE Salad	32 LE Building blocks	10 LE Book

I owe _______ LE.

Money to be used:

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TEACHER DO: Call on students until you have determined five or six different combinations.

5. TEACHER SAY: The cashier had to use math on three different occasions in just one conversation. We were able to apply our math knowledge to help solve the problems together. Turn to the next page in your book called Use Math to Shop. On this page you can see a variety of money and products you can buy at a store. Work with a partner to engage in a conversation about two items you want to purchase. Use your math skills to determine the total amount owed, the notes you can use, and the change needed.

Note to Teacher: You can choose to break down each step with the class before allowing partners to work on their own. Remind students that each partner group will have different answers and options. The work is intended to be open ended. If time allows, provide an opportunity for partners to model their conversations to the class.



READ ALOUD: Work with a partner to create a conversation that could be heard in a store.

TEACHER DO: Provide students the opportunity to act out their own dialogue based on what is being purchased and the cost of each item. Students should solve the math problem first and then engage in dialogue. Support when necessary and make note of conversations that students can share with the class if time allows.



STUDENTS DO: Engage in conversations based on what is being purchased.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we applied math to real world conversations. Turn and share with a Shoulder Partner how you used math in your conversation with a partner today.



STUDENTS DO: Share learning with a **Shoulder Partner**.

Lesson 8 Overview

LEARNING OUTCOMES
Students will: • Review and summarize prior learning. • Reflect on learning products and accomplishments throughout the year.

KEY VOCABULARY
• Review

MATERIALS
• Student book • Pencils • Crayons

PREPARATION
Students will spend much of the lesson today reviewing prior learning from the entire year. Have available the Term 1 student books and any projects or artifacts you have been able to store during the year. Set up artifacts in **Four Corners** labeled by theme, and provide a written list in each corner of the chapter titles for that theme. Plan to distribute students' Term 1 books so that they can review their work. If any books have been misplaced, encourage students to share what they remember about the learning experiences.

LIFE SKILLS	
Learn to Be	Learn to Work
Communication: • Good listening. • Self-expression. • Reading, writing, nonverbal communication skills.	Collaboration: • Respect for other opinions.



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: **Yesterday, we talked about how we can use math in real conversations with community members. Can you think of a time you used math while talking to someone in the community?**

TEACHER DO: Use **Calling Sticks** to choose three students to answer the question before continuing.



STUDENTS DO: Share experiences using math in community conversations.

Note to Teacher: If students do not remember using math themselves, prompt them to remember a time they watched a family member have a conversation that used math.

2.TEACHER SAY: **Today, we will begin to prepare for our Share project presentations. We will review our rubric, and then we will review what we have been learning throughout the year. By the end of the day, we need to know what we want to share and who our audience will be. Let's begin by reading through our rubric. Open your books to the page My Self-Assessment.**

TEACHER DO: Review the rubric as you have in other chapters. Begin with the two-star column—to emphasize what meets expectations—then note what falls below and what exceeds this column. Encourage students to read in pairs if possible.

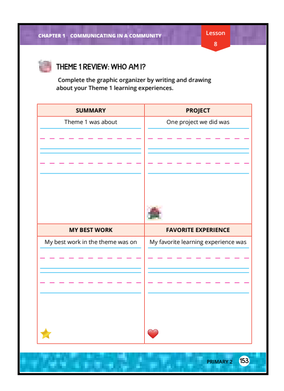


STUDENTS DO: Review the student rubric.

TEACHER SAY: **For most of today's lesson, we are going to reflect back on what we have been learning this year. We will use Four Corners to help us focus our review. Who can remind us what REVIEW means?**



STUDENTS DO: Share ideas.



CHAPTER 1 COMMUNICATING IN A COMMUNITY

Lesson 8

THEME 1 REVIEW: WHO AM I?

Complete the graphic organizer by writing and drawing about your Theme 1 learning experiences.

SUMMARY	PROJECT
Theme 1 was about	One project we did was

MY BEST WORK	FAVORITE EXPERIENCE
My best work in the theme was on	My favorite learning experience was

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TEACHER SAY: In this context, review means to look back over, remember, and think about the work we have done. Our Four Corners are labeled Theme 1, 2, 3, and 4. We will rotate around the corners so that everyone has time to review each theme. In each corner you will look back through your student book for that theme. Let's look at the page where you will take notes. Turn to the page Theme 1 Review: Who Am I? What do you see on the page?



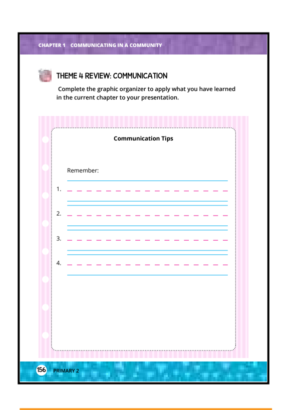
STUDENTS DO: Share observations.



READ ALOUD: Complete the graphic organizer by writing and drawing about your Theme 1 learning experiences.

TEACHER DO: Introduce the purpose of the four boxes in the graphic organizer. Students will summarize the theme, describe one of the three projects, identify their best work, and describe their favorite learning experience. The graphic organizers provided are intended for notes, phrases, and sketches. Students will formalize and finalize a presentation of their learning in Lesson 9.

3.TEACHER SAY: You have one page for each of our first three themes. Now turn ahead to the page Theme 4 Review: Communication. This page looks a little different. Since we are only in the first chapter of Theme 4, there is not much to review. When you rotate to the corner for Theme 4, consider how what you have learned in this theme could help you present your learning to a community member. What do you want to remember about format, language, and tone? For the bottom box, think about who your audience might be.



CHAPTER 1 COMMUNICATING IN A COMMUNITY

THEME 4 REVIEW: COMMUNICATION

Complete the graphic organizer to apply what you have learned in the current chapter to your presentation.

Communication Tips

Remember:

1.

2.

3.

4.

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TEACHER DO: Assign students to the **Four Corners** and provide an idea of how long they have to work. Focus students if needed by assigning a specific amount of time to various parts of the graphic organizer. For example, provide five minutes to look through the theme in the student book, then three minutes each for the boxes in the graphic organizer. Give verbal updates and cues such as, "You should be wrapping up your summary and moving to the project description." At set intervals, have groups rotate to the next corner and continue working. Support as needed.





STUDENTS DO: Participate in **Four Corners** to review and reflect on prior learning.

4.TEACHER DO: For the final 5 to 10 minutes of class, facilitate a discussion with students to have them share ideas about, then narrow down, options and decide on who would be a good audience for the Share projects. Decision points and facilitation for the teacher includes:

- Decide whether you want to select one audience as a whole class or whether smaller groups of students can choose different audiences.
- Choose how the decision will be made. Will students vote? Will the class discuss and the teacher decide?
- Curate the list of options to what is feasible in your community.





STUDENTS DO: Discuss audience options.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we reviewed what we have been learning this year. You should be proud of your accomplishments. Turn to your Shoulder Partner and share one thing that you are proud of doing at school this year.



STUDENTS DO: Share accomplishments with **Shoulder Partner**.

Lesson 9 Overview

LEARNING OUTCOMES

Students will:
- Choose appropriate format and tools to share prior learning.
- Provide peer feedback.

MATERIALS

- Student book
- Optional materials (depending on form of presentation)
  - Computers
  - Large construction paper
  - Markers or crayons
  - Extra paper
  - Pencils

LIFE SKILLS

Learn to Be

Accountability:
- Provide effective feedback.

Learn to Work

Collaboration:
- Review individual behaviors within the team.
- Respect for other opinions.



Share (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: **Yesterday, we reviewed what we have been learning so far this year. To begin our lesson today, open to the Theme Review pages you completed yesterday. Look back over your pages for themes 1, 2, and 3 on your own. Choose the theme that you would like to share with our audience.**



STUDENTS DO: Review previous lesson's work and choose one theme to focus on for the Share project.

TEACHER DO: Remind students about the audience that was selected in the previous lesson or announce who the audience will be now. Arrange students in the classroom based on the theme they have chosen. Students will be working independently but will benefit from having others close by who are focused on the same theme.

2.TEACHER SAY: **Once you have chosen the theme you want to present, move to the table (or area) assigned to that theme.**



STUDENTS DO: Find the other students focused on the same theme.

TEACHER DO: Adjust the following conversation based on what is feasible for your classroom and community. Within the constraints of what digital technology and other resources are available, allowing some level of student choice on format will increase student ownership of their work and reinforce critical-thinking skills.

TEACHER SAY: **Your first task is to choose the format you will use for sharing your learning. In this chapter we have discussed writing letters and email, and we have explored some benefits of speaking in person. Your theme group may choose to write and draw about what you have learned on paper or using a digital format. You might also choose an oral presentation with visual aids. Discuss as a table, and choose the format you think most appropriate for our audience.**





STUDENTS DO: Discuss options and select an appropriate format for sharing learning.

TEACHER DO: Support student groups as needed in sharing ideas, respecting all opinions, and ultimately making a collaborative decision. Encourage them to use a process such as voting to ensure all opinions are heard. Remind students to work hard even if their preference is not selected.

TEACHER SAY: **Now that you have chosen a format as a table or theme group, it is time to work on your presentation. Each student in your group will use the information on your Theme Review page to add to your letter, email, drawing, or oral presentation. Begin by working individually on a first draft. After some time, we will come back together in our groups to share our work and get feedback.**



STUDENTS DO: Draft writing, drawing, or script for presentation using available tools.

TEACHER DO: Circulate around the room, offering ideas and assistance as needed. Do not offer corrections or suggestions for improvement yet, as students will provide this to their peers in the next step.

Note to Teacher: How students create the presentations is dependent on the format chosen and the technology available. If possible, allow students to select and use age-appropriate digital tools to share what they have learned. This could include word processing, drawing or artistic, or presentation software applications. If technology is unavailable, learning can be shared via written letters, posters, or through oral presentations if this option is feasible in your community.

3.TEACHER DO: When most students have finished a draft, call the class back together and facilitate one or two rounds of sharing with a partner in the group and offering feedback. Remind students that feedback should be actionable—the student receiving feedback should know how to improve the product. If needed, prompt students to consider a few specific categories for feedback, such as neatness, clarity, content, language used, and so on.





STUDENTS DO: Share drafts and offer peer feedback.

4.TEACHER SAY: **Please thank your partners for helping you learn and improve. Then you may begin making improvements and working on your final product. If you have a question, ask a neighbor first. Then, raise your hand if you still need my help.**

TEACHER DO: Provide the rest of the class period for students to complete final versions of their product. Continue circulating the room and offering assistance where needed. Remind students that communication to a community member should include excellent grammar and a respectful tone. Depending on the formats used, prompt students to complete any final tasks necessary to communicate with the community, such as addressing envelopes if sending letters or printing out digital products if they will be hand delivered instead of digitally sent.



STUDENTS DO: Make revisions based on peer feedback and complete a final version of the presentation of learning.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Thank you for working so hard today and for helping each other. Turn to your Shoulder Partner and share one piece of feedback you received and how you improved your product.**



STUDENTS DO: Share feedback and improvements with **Shoulder Partner**.

Lesson 10 Overview

LEARNING OUTCOMES	MATERIALS	LIFE SKILLS
Students will: • Share presentations with the community or class.	• Student book • Pencils • Student presentations (from Lesson 9)	**Learn to Be** Communication: • Good listening. • Self-expression. • Reading, writing, nonverbal communication skills.

PREPARATION

Preparation for this lesson will depend on what formats the students have chosen for sharing their learning. If students have written letters and drawn pictures, consider a walking field trip to the chosen community member "audience" to deliver the letters. Another option could be to invite the community member to join the class as a guest for the day so that students can give oral presentations or read their letters aloud. If letters are being mailed, consider having students present to each other in class or use a **Gallery Walk** to share work with classmates before sending them to the community member. Determine what will work best for your class before starting the day.



Share (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: **Yesterday, we drafted, shared, and then revised our chosen formats for sharing our learning. Who can share how a friend helped them improve their product yesterday?**

TEACHER DO: Call on students with hands raised to share.



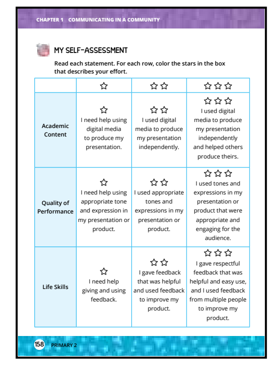
STUDENTS DO: Share how peer feedback helped improve the product.

TEACHER SAY: **Today we will have an opportunity to share our work.**

2.TEACHER DO: Introduce the class to the format chosen for presentations, and preview the structure of the day. Then facilitate sharing as appropriate for the chosen projects.



STUDENTS DO: Share learning in preselected formats with a community member or the rest of the class.



CHAPTER 1 COMMUNICATING IN A COMMUNITY

MY SELF-ASSESSMENT

Read each statement. For each row, color the stars in the box that describes your effort.

	☆	☆☆	☆☆☆
Academic Content	☆ I need help using digital media to produce my presentation.	☆☆ I used digital media to produce my presentation independently.	☆☆☆ I used digital media to produce my presentation independently and helped others produce theirs.
Quality of Performance	☆ I need help using appropriate tone and expression in my presentation or product.	☆☆ I used appropriate tones and expressions in my presentation or product.	☆☆☆ I used tones and expressions in my presentation or product that were appropriate and engaging for the audience.
Life Skills	☆ I need help giving and using feedback.	☆☆ I gave feedback that was helpful and used feedback to improve my product.	☆☆☆ I gave respectful feedback that was helpful and easy use, and I used feedback from multiple people to improve my product.

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TEACHER DO: When students are finished presenting, have them complete the page My Self-Assessment based on their work on the Share project. Students should be familiar with the process at this point in the year. Review the procedure or content of the rubric as needed.



STUDENTS DO: Reflect on work and self-assess.

3. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: We learned how people communicate within their community every day. We learned that communication can take many different forms and serve many different purposes. One purpose for communication is to learn new things. Share with your Shoulder Partner something new you learned in this chapter.

 **STUDENTS DO:** Share new ideas with **Shoulder Partner**.

Rubric Assessment (for teacher use)

Note to Teacher: If digital presentation tools are unavailable, skip the first row of Academic Content.

	Approaching Expectation (1)	**Meeting Expectation (2)**	**Exceeding Expectation (3)**
Academic Content	Uses appropriate digital media to present information with help. *Speaking and Listening A.3.a.*	Uses appropriate digital media to effectively present information. *Speaking and Listening A.3.a.*	Uses appropriate digital media independently to effectively present information. *Speaking and Listening A.3.a.*
	Writes or speaks with correct formality and conventions at times during the presentation or product but requires support in this area. *Reading G.1.f., G.1.g.*	Writes or speaks with correct formality and conventions throughout the presentation or product. *Reading G.1.f., G.1.g*	Writes or speaks with correct formality and conventions throughout the presentation or product with no errors. *Reading G.1.f., G.1.g*
	Uses a graphic organizer to plan information for the presentation with help. *Writing D.1.a.*	Uses a graphic organizer independently to plan information for the presentation. *Writing D.1.a.*	Uses a graphic organizer correctly to plan relevant information for the presentation and adjusts the organizer as needed. *Writing D.1.a.*
	Utilizes feedback to improve the presentation only with help and struggles to identify or describe improvements made. *Writing D.1.b.*	Utilizes feedback to improve the presentation and can generally describe improvements made. *Writing D.1.b.*	Utilizes feedback to improve the presentation and identifies specific areas of improvement, identifying the changes that were made. *Writing D.1.b.*
Quality of Performance	Writes or speaks to the audience using some appropriate grammar, tone, and expressions only with help.	Writes or speaks to the audience using appropriate grammar, tone, and expressions consistently.	Writes or speaks to the audience using appropriate grammar and engaging tone and expressions. Helps others improve tone through feedback. consistently.
Life Skills	Gives feedback that is general.	Gives feedback that is specific and relevant to the work.	Gives thoughtful feedback that is specific and relevant to the work and offers actionable suggestions.
	Describes prior learning but struggles to express personal interest or accomplishments.	Describes prior learning and effectively expresses personal interest and accomplishments.	Describes prior learning and expresses personal interest and accomplishments in engaging and original ways.

PRIMARY 2

Multidisciplinary

COMMUNICATION

Chapter 2: Communicating Our Culture

Chapter Overview

Communicating Our Culture

COMPONENT	DESCRIPTION	LESSONS
Discover	Students explore how the local culture is communicated from one generation to another and how traditions evolve and are passed down.	3
Learn	Students analyze the national anthem and study local forms and examples of folk art. Students compare the region's local culture (as communicated through art and music) to other regions of Egypt.	5
Share	Students collaborate to create drawings (or paintings) and music that reflects the values and culture of their homes or classrooms.	2

Connection to Issues



Non-Discrimination: We are all alike, and yet we have differences. We can appreciate and talk about how we are the same and different. We can work together and be cooperative and collaborative.

Globalization: Technology helps us communicate and exchange ideas around the world. We can learn from people around the world and also share our ideas and culture with others.

Life Skills Addressed



<table>
<tr><th>DIMENSION</th><th>DESCRIPTION</th></tr>
<tr><td>Learn to Know</td><td>Critical Thinking:
Define relationships between different objects.
Differentiate between reality and imagination.
Creativity:
Organize parts to form a new or unique whole.
Problem-Solving:
Analyze the parts of the problem.</td></tr>
<tr><td>Learn to Work</td><td>Collaboration:
Respect for other opinions.</td></tr>
<tr><td>Learn to Live Together</td><td>Respect for Diversity:
Solicit and respect multiple and diverse perspectives to broaden and deepen understanding.
Sharing:
Effective management and organization of tasks.</td></tr>
<tr><td>Learn to Be</td><td>Self-Management:
Segment goals into specific steps.
Communication:
Good listening.
Self-expression.
Reading, writing, nonverbal communication skills.</td></tr>
</table>

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

E. Reading Comprehension: Literature

3.a. Determine how words and phrases can convey different emotions (sadness, joy, anger, surprise, fear).

F. Reading Comprehension: Informational Text

4.a. Define words and phrases based on use and context in the text.
7.a. Compare similarities and differences between two texts on the same topic.

G. Language: Vocabulary Acquisition and Use

1.f. Orally replace informal language with its formal counterpart.

WRITING:

A. Foundational Skills

1.b. Arrange images to create a story and orally recount the story.

D. Process, Production, and Research

2.b. Participate in collaborative research.

SPEAKING AND LISTENING:

A. Foundational Skills

3.a. Use audio, digital, and visual media (drawings or displays) in presentations.

SOCIAL STUDIES:

A. Citizenship

1.d. Describe ways that people show belonging to the homeland or a culture.

B. Environment, Society, and Culture

1.d. Trace the chronology of events in fictional and real-life stories.
1.e. Describe characteristics of Egypt's environment revealed in folktales and stories.
1.g. Describe economic and cultural similarities and differences between the populations of different Egyptian regions.
1.h. Compare and contrast distinctive cultural features of different Egyptian regions.
1.i. Explain ways that traditions contribute to the community and are passed on.
1.k. Compare elements of two different cultures and how each contributes to the community.

C. Understanding the World from a Spatial Perspective

2.a. Identify defining cultural and environmental characteristics of various regions.

VISUAL ART:

A. Producing Visual Art

2.b. Create art that explores personal interests, questions, and curiosity.
2.f. Collaborate to produce art with peers.
3.b. Create a work of art that could be used as a stencil.
3.d. Use materials of different textures to create a work of art as self-expression.
3.e. Produce a work of art using symbols from folklore art.

B. Presenting Visual Art

1.a. Present or display artwork produced by the students and discuss the work with peers.
1.c. Participate in producing a work of art (individually or collectively) relating to current events in home, school, or community life.

MUSIC:

D. Singing

1. Sing songs and discuss their meaning with a group.
2. Learn the tune and sing familiar songs.
3. Write new words to a song in order to express learning content.

DRAMA:

A. Puppetry

3. Propose potential new details to an existing plot and story.

ECONOMICS AND APPLIED SCIENCES:

E. Dress Sense and Handcrafts

1.a. Describe appropriate clothing for different occasions (such as school, play, holidays, or religious ceremonies).

INFORMATION AND COMMUNICATION TECHNOLOGIES:

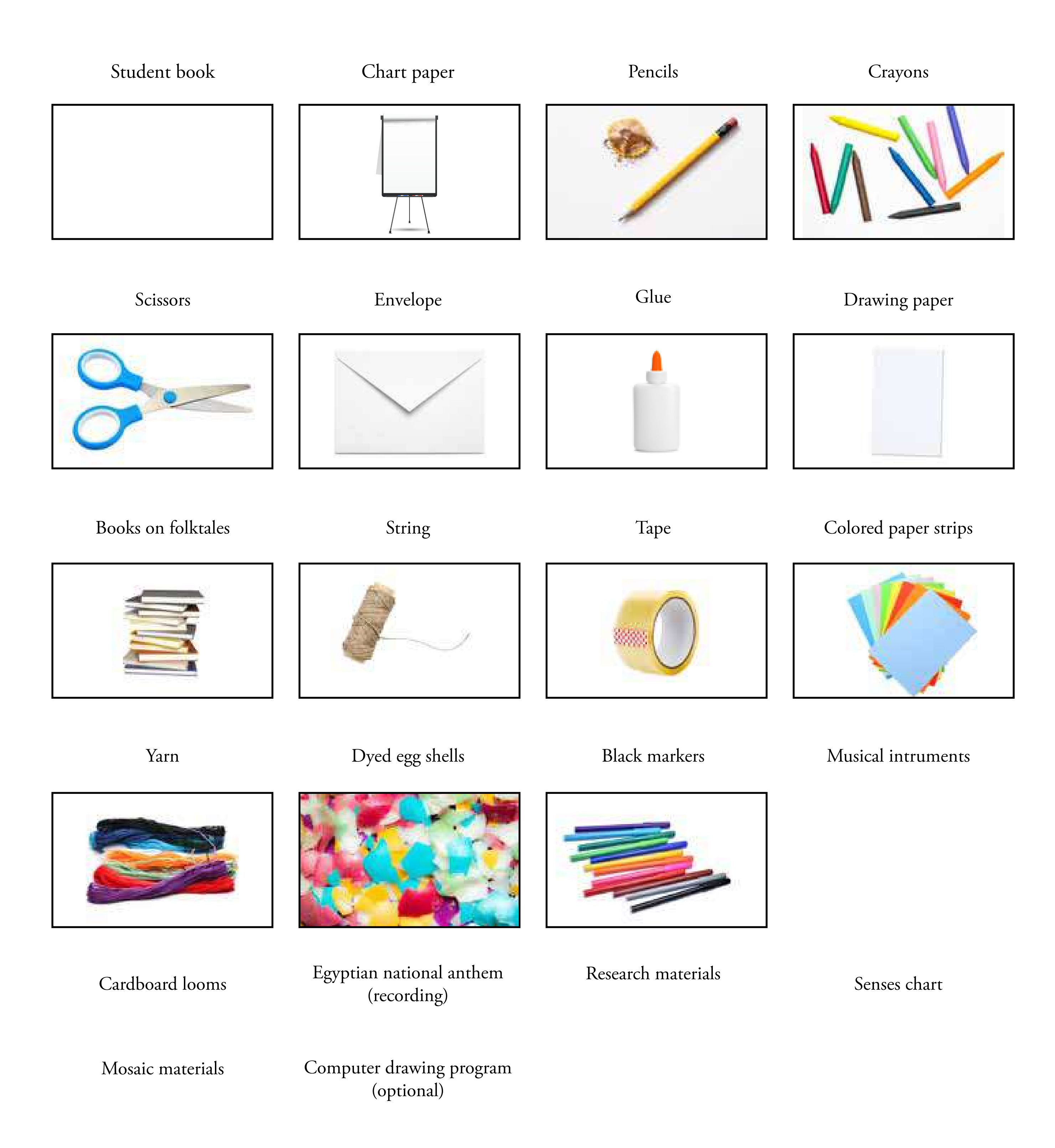
C. Technological Production Tools

2.b. Design digital projects that suit students' interests and capacities.

CH 2 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Define culture. • Identify ways of showing a belonging to Egypt. • Describe participation in a community event.
2	**DISCOVER: Students will:** • Define tradition. • Describe a family tradition. • Retell events in a story.
3	**DISCOVER: Students will:** • Describe how traditions evolve over time. • Explain how compromise benefits the development of new traditions within a culture. • Discover how traditions are influenced by different regions in Egypt.
4	**LEARN: Students will:** • Research and compare cultural traditions in two different regions. • Present comparisons.
5	**LEARN: Students will:** • Analyze the national anthem. • Create lyrics to a song to describe a community's culture. • Play musical instruments with their original song.
6	**LEARN: Students will:** • Compare artwork and music from different regions in Egypt. • Describe the various influences of art and music in Egypt (in terms of immigration to Egypt, outside influences, and so on). • Describe art and music specific to the local community.
7	**LEARN: Students will:** • Describe characteristics of Egypt's environment revealed in folktales and stories. • Create an original piece of art from weaving.
8	**LEARN: Students will:** • Make egg shell mosaics. • Collaborate to plan an artistic project that reflects values and culture of home.
9	**SHARE: Students will:** • Collaborate to create an artistic project that reflects values and culture of home.
10	**SHARE: Students will:** • Share their artistic projects and explain how they reflect values and culture of home.

Materials Used



Lesson 1 Overview

LEARNING OUTCOMES

Students will:
- Define culture.
- Identify ways of showing a belonging to Egypt.
- Describe participation in a community event.

PREPARATION

Prepare a **Web** on large chart paper with the word "Culture" in the middle circle for use with a class discussion.

Begin to gather pictures, books, recordings, or online resources that represent regional differences in art and music around Egypt. If resources for studying other regions are scarce, consider contacting teachers in other areas to exchange resources about the art and music of your own regions.

KEY VOCABULARY

- Culture

LIFE SKILLS

Learn to Be

Communication:
- Reading, writing, nonverbal communication skills.

MATERIALS

- Chart paper
- Senses chart
- Student book
- Pencils
- Crayons



Discover (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

This is a time to excite your students about the chapter. Tell them they are beginning a chapter of study called, "Communicating Our Culture."

TEACHER SAY: We are starting a unit of study called, "Communicating Our Culture." In our last chapter, we learned a lot about communicating what we are learning. Now we are beginning to think about communicating our culture to others who might not share it. What do you think we might learn?

TEACHER DO: Use **Calling Sticks** to choose three students to answer the question before continuing.

 **STUDENTS DO:** Predict what they will learn.

TEACHER SAY: We will be learning about our community and local culture. We will also learn about cultures in other regions in Egypt. We will explore how culture is communicated through art, music, traditions, and celebrations.

Note to Teacher: Throughout the chapter, you will have the opportunity to integrate your community's and region's unique culture, through specific examples of art, music, traditions, and celebrations. Whenever possible, tailor lessons to the cultural needs of your community and the learners in your classroom.

2.TEACHER DO: Hang the premade **Web** for culture on the board. Facilitate a discussion with the class regarding the word culture.

TEACHER SAY: You might have heard the word CULTURE used in our previous chapter or last year in Primary 1. Take a moment to think about what comes to your mind when you hear the word CULTURE.

TEACHER DO: Provide **Think Time** for students.

TEACHER SAY: I will use Calling Sticks to have a few friends share what comes to mind when they think of culture.

TEACHER DO: Record student ideas on the large **Web**. Make note of similar responses, then, using **Calling Sticks**, invite students to volunteer answers that are not already on the board.

Note to Teacher: Culture is an abstract concept that might initially be difficult for students to grasp. Use this introductory conversation as an opportunity to access prior knowledge, find out what students already know, and identify misconceptions. Adjust the ongoing conversation about culture to respond to what students know and misunderstand.

TEACHER SAY: I can tell we have a lot of background knowledge on what culture means. Culture is the way of life for a group of people. Culture is made up of the customs, beliefs, and the way of doing things for a group of people. Let's begin our exploration of culture by thinking about our school. Who can describe what we do every morning during line up (taboor)?

 **STUDENTS DO:** Share ideas and experiences.

TEACHER SAY: Schools all across our country line up in the morning and do some of the same activities. Has anyone ever attended a school that did a part of line up differently?

 **STUDENTS DO:** Share experiences.

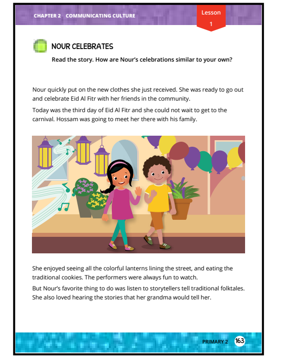
TEACHER DO: Facilitate a discussion about how your school brings its own culture or "style" to line up. Is music played during the movement portion? Are students encouraged to be quiet or express enthusiasm? Are any words or customs added that are not mandated by the local or national government? These tangible aspects of "how" line up is done at your school will help students begin to build a sense of what culture is.

TEACHER SAY: The way we do line up here [list some examples] is part of our school culture.

3.TEACHER DO: Hand out student books.

TEACHER SAY: Now let's think more broadly about our country's culture. We live in Egypt. Our country's culture is influenced by our thousands of years of history. It is also influenced by others who have come to the country over the years. Let's begin by focusing on one aspect of culture: our celebrations. In Egypt, many people celebrate Eid Al Fitr. Does your family celebrate Eid Al Fitr? Turn to a Shoulder Partner and talk about how your family celebrates Eid Al Fitr.

 **STUDENTS DO:** Share Eid Al Fitr celebrations with a **Shoulder Partner**.



CHAPTER 2 COMMUNICATING CULTURE — Lesson 1

NOUR CELEBRATES

Read the story. How are Nour's celebrations similar to your own?

Nour quickly put on the new clothes she just received. She was ready to go out and celebrate Eid Al Fitr with her friends in the community.

Today was the third day of Eid Al Fitr and she could not wait to get to the carnival. Hossam was going to meet her there with his family.

She enjoyed seeing all the colorful lanterns lining the street, and eating the traditional cookies. The performers were always fun to watch.

But Nour's favorite thing to do was listen to storytellers tell traditional folktales. She also loved hearing the stories that her grandma would tell her.

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TEACHER SAY: Thank you for sharing. Let's read how Nour celebrates Eid Al Fitr so that we can compare it to our own celebrations. Turn to the page Nour Celebrates. As we read, think if you hear activities that are similar or different from your own celebration. Follow along as I read.

TEACHER DO: Read the story in the book aloud to the class or facilitate students alternating to read the story aloud. Then prompt students to discuss the story using literacy strategies such as summarizing, close reading, and citing evidence from the text to answer questions, such as the suggestions below.

TEACHER SAY:

- **What were some ways Nour celebrated Eid Al Fitr in her community?**
- **Who did Nour celebrate with?**
- **Did you hear ways that were the same as how you celebrate in our community?**

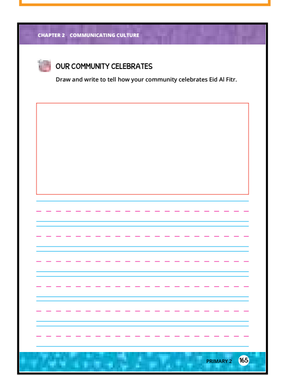
TEACHER DO: Provide **Think Time**. Then call on student volunteers to share similarities and differences between the local community and how Nour and her family celebrate.

Note to Teacher: You can tailor this discussion to specific celebrations for Eid Al Fitr or during the month of Ramadan in your community. Incorporate anything specific to your community, such as special foods, clothing, events, and so on, into your discussion. You may want to include suggestions for how all students can celebrate, regardless of religious background.

4. **TEACHER SAY: Now that we have a sense of how celebrations contribute to culture, let's turn to our topic of communicating culture. Let's imagine that you were communicating with a student in another country. How would you describe our community's celebration? Turn to a Shoulder Partner to discuss.**

 **STUDENTS DO:** Discuss ideas.





TEACHER SAY: Now let's imagine you were writing a letter to that student. What would you include in a picture and written description? Turn to the next page in your student book titled Our Community Celebrates.

 **READ ALOUD: Draw and write to tell how your community celebrates Eid Al Fitr.**

Note to Teacher: If there are students in your class who do not participate in Eid Al Fitr celebrations, you can have those students draw or write about what they see friends doing, or draw and write about a different celebration.

 **STUDENTS DO:** Draw and write to describe a cultural celebration.

TEACHER DO: When students are finished, you may want to cut out the pages of the student books to display around the room. If any students in your classroom have recently moved from different areas of Egypt, facilitate sharing of student work in partners, in small groups, or as a whole class. Emphasize similarities and differences in how different regions celebrate.

5. **TEACHER SAY: How we celebrate different holidays or events in our community is part of our culture. What is important to us is also part of our culture. Football is an important part of our culture as a nation. What evidence can you think of for my statement: Football is an important part of our culture?**

 **STUDENTS DO:** Share ideas.

TEACHER SAY: You have provided lots of evidence, thank you. Yes, many cities have a football team and many citizens are very passionate about the sport. [Repeat other answers given as appropriate.] What else can you think of that is important to people all around Egypt?

 **STUDENTS DO:** Share ideas.



TEACHER SAY: We have been developing our understanding of culture through sharing examples and experiences. Let's capture what we are learning. Open your books to the page Egypt's Culture.

 **READ ALOUD: Draw a picture to show a part of Egypt's culture.**

TEACHER DO: Use this activity as a formative assessment of students understanding of the word culture. As the chapter continues, students will continue to build their working knowledge of the word culture and how it applies to their families, community, and country.

 **STUDENTS DO:** Draw a picture that represents one aspect of national culture.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we began thinking about culture and discovering how culture is part of our community. Turn to a Shoulder Partner and tell them about what you drew.

 **STUDENTS DO:** Share drawings.

Lesson 2 Overview

LEARNING OUTCOMES

Students will:
- Define tradition.
- Describe a family tradition.
- Retell events in a story.

KEY VOCABULARY

- Tradition

MATERIALS

- Student book
- Pencils

LIFE SKILLS

Learn to Be

Communication:
- Self-expression.

Learn to Live Together

Respect for Diversity:
- Solicit and respect multiple and diverse perspectives to broaden and deepen understanding.



Discover (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen.

TEACHER SAY: In the last lesson, we talked about culture. Turn to a Shoulder Partner and share what you think the word CULTURE means.

 **STUDENTS DO:** Share definitions of culture.

2.TEACHER SAY: Today we are going to explore another part of our culture. We have already discussed examples of celebrations and what is important to us. Another way we can see culture is through our traditions. Today we will learn about how traditions can be unique for families, communities, and our country. Has anyone ever heard the word TRADITION? What do you think it means?

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Traditions are passed down from one generation to the next. Traditions can be beliefs or behaviors. For example, maybe your grandma has a traditional meal she cooks each year on Eid Al Fitr. Then she teaches your parent how to prepare that meal and that parent teaches you. This meal becomes part of your family's traditions. Or, maybe your family goes to the same place on a certain day every year. Can anyone describe a tradition your family holds?

 **STUDENTS DO:** Share ideas.



CHAPTER 2 COMMUNICATING CULTURE — Lesson 2

NOUR'S TRADITIONS

Circle two traditions in the story.

Nour wakes up early on Sham El-Nessim. Her mom is already in the kitchen. "Good morning Nour. Are you ready to dye some eggs?" "Yes ," exclaims Nour.

Every year , Nour, her brother, and her sister decorate eggs to start Sham El-Nessim. Her mom decorated eggs when she was young too. She often tells Nour stories about dyeing eggs with her mother while they work.

After they finish dyeing the eggs, Nour gets dressed quickly. Every year, the family spends the day outside on Sham El-Nessim. They enjoy the gardens and fountains at Al-Azha Park. Nour loves spending the holiday outside with her family.

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TEACHER DO: As students discuss family traditions, provide nuance to their understanding as appropriate. For example, traditions are not merely repeated actions, such as going to the market every Thursday evening. Traditions hold significance for families and communities.

3. TEACHER SAY: In the previous lesson, we learned about how Nour's family celebrates Eid al Fitr. Let's learn more about some traditions her family holds. Open your books to the page titled Nour's Traditions. Follow along as I read about some of Nour's family traditions around the holiday Sham-El Nessim.

TEACHER DO: Read the story aloud to the class.

TEACHER SAY: What traditions are described in our story?

 **READ ALOUD: Circle two traditions in the story.**

 **STUDENTS DO:** Circle dyeing eggs and going to the park.

TEACHER SAY: Turn and share what you circled with a Shoulder Partner.

 **STUDENTS DO:** Share with a **Shoulder Partner**.

TEACHER SAY: There is a phrase used twice in this story that helps us find the traditions. Can anyone tell us what the phrase is?

 **STUDENTS DO:** Identify the phrase "every year" as evidence that what is described next is a tradition.

Note to Teacher: The examples given are mostly yearly or holiday-based traditions. Be careful not to introduce the misconception that a tradition is only something that happens once a year. Traditions hold more significance than an event that is simply repeated on a calendar annually, monthly, or weekly, but there is no set time or frequency implied in the word itself. Be prepared to share traditions from your own family that will dispel the notion that traditions only happen once a year.

TEACHER SAY: Very good. In the story, we also heard how one of the family traditions was passed on. Which tradition was passed on from one generation to another?

TEACHER DO: Provide **Think Time**. You can also have students reread part of the story independently to find the answer in the text. Then use **Calling Sticks** to have a few students answer the question.

TEACHER SAY: Yes, the tradition of dyeing eggs started when Nour's mom was a little girl. This means that Nour's grandmother would dye eggs with her daughter. Now that her daughter has grown up and is a mom, she is passing along that same tradition to Nour. I have a thinking question for you: How do you think the tradition is being communicated? Did Nour read about the tradition in a book? Was it described in storytelling? Did she experience it? Turn and talk to a Shoulder Partner about how a family tradition can be communicated.

 **STUDENTS DO:** Share ways to communicate a tradition.

4. TEACHER SAY: Maybe your family has similar traditions as Nour's family. Maybe your family has different traditions around the holiday Sham El-Nessim. Take a moment to think about a tradition your family keeps. Then turn to share with your Shoulder Partner.

Note to Teacher: Take an opportunity to give a real example from your own life for students to connect to. What are some traditions your family has and how have those traditions been communicated and passed down? Share with your class.

 **STUDENTS DO:** Use **Think Time**, then share with **Shoulder Partner**.

TEACHER SAY: Now, think about where that tradition comes from. When did it begin, or how far back in your family have you heard about the tradition being held? Discuss with your Shoulder Partner.

 **STUDENTS DO:** Discuss ideas.

TEACHER SAY: Let's capture what we have just discussed on paper. Turn to the page Family Traditions in your student book.

 **READ ALOUD: Fill out the graphic organizer to describe a family tradition.**

TEACHER DO: Model how you would fill out the organizer based on your own family tradition.



 **STUDENTS DO:** Complete the organizer to describe a family tradition.

TEACHER DO: Once students have had time to complete the work independently, assign groups of four and give each group a **Talking Stick** (a pencil can be designated if other options are not available) to help facilitate sharing of family traditions. Remind students to be respectful of different traditions that are shared.

TEACHER SAY: Let's learn from each other. Please share your family tradition orally with your small group.





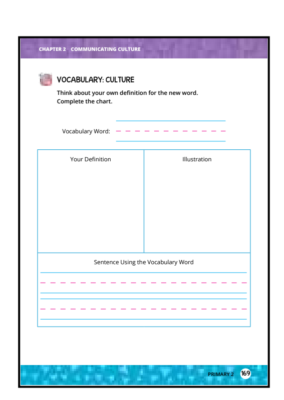
STUDENTS DO: Share family traditions with small groups of classmates.

5.TEACHER SAY: Sometimes family traditions can be shared by a larger community as well. As you heard from friends, some families can have similar traditions. We all live in the same community, so some of our traditions might be similar. What are some traditions we have in our community?

Note to Teacher: Tailor this conversation to traditions specific to your own community. These can be traditions related to larger celebrations that happen throughout the country or more localized celebrations for your area.



STUDENTS DO: Share about traditions in the community.



6. TEACHER SAY: Traditions are a part of our culture. We have now spent two lessons exploring culture. Let's record and reflect on what we have learned. Open your book to the page Vocabulary: Culture. We can record our definition of the word CULTURE as we understand it so far. As we continue learning throughout the chapter, we can revisit and add to our definition and understanding.

READ ALOUD: Think about your own definition for the new word. Complete the chart.

TEACHER DO: Review how to complete the vocabulary graphic organizer as needed, although students should be familiar with the process at this point in the year. Note one change in this organizer: There are two spaces provided in the definition box. Students should write a definition based on current understanding in the top half of the definition box. They will have an opportunity to modify that definition in a later lesson.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we began thinking about our own family traditions and community traditions. Turn to a Shoulder Partner and share a tradition we have at school.



STUDENTS DO: Identify traditions in the school context.

Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Describe how traditions evolve over time. • Explain how compromise benefits the development of new traditions within a culture. • Discover how traditions are influenced by different regions in Egypt.	• Compromise • Evolve	• Student book • Pencils

LIFE SKILLS

Learn to Know

Problem-Solving:

- Analyze the parts of the problem.



Discover (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: **Yesterday, we explored family traditions. Share with a Shoulder Partner another tradition you have in your family.**

 STUDENTS DO: Share a family tradition.

2.TEACHER SAY: **We learned yesterday that traditions are often passed down over multiple generations. I wonder: Do you think the traditions stay exactly the same in each new generation? Think quietly for a moment.**

 STUDENTS DO: Use **Think Time** to consider the question.

TEACHER SAY: **Share your ideas with a Shoulder Partner, and give an example for your answer.**

TEACHER DO: Use **Stand Up If** to have students visually answer whether they think traditions can change. Use **Calling Sticks** to ask a few students who answer "yes" and another few who answer "no" to provide examples for their answers.

TEACHER SAY: **Sometimes, we keep or preserve a tradition in the same way generation after generation. Today, we will discover that traditions can also change and evolve over time. We will see how compromise can help traditions change.**

3.TEACHER DO: Hand out student books.


CHAPTER 2 COMMUNICATING CULTURE Lesson 3

HOSSAM'S NEW SHAM EL-NESSIM (PART 1)

Read the story.

Tomorrow is Sham El-Nessim and Hossam will be celebrating in Cairo for the first time. "What will your family do tomorrow? Do you want to come over and decorate eggs with me?" Nour asks.

"We decorate eggs in my family too," replies Hossam. But Hossam looks sad.

Nour asks, "Are you excited for Sham El-Nessim?"

"I guess so," replies Hossam, "but it will be different this year. My family has a tradition of spending the day at the beach. But that was when we lived in Hurghada. Now that we are in Cairo, I do not know what we will do."

Nour thinks quietly. Then she says, "You can come with my family to the park."

"Thank you, but my family loves to be near the water on the holiday. I wish I had a good idea for a new tradition," Hossam says.

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TEACHER SAY: **Yesterday we read about how Nour celebrated Sham El-Nessim with her family. We heard about her family traditions and how those traditions had been communicated and passed down from her grandmother to her. Today we will hear about her friend Hossam. Open your books to the page, Hossam's New Sham El-Nessim (Part 1).**

TEACHER DO: Read the story in the book aloud to the class or facilitate students alternating to read the story aloud. Then, prompt students to discuss the story using literacy strategies such as summarizing, close reading, and citing evidence from the text to answer questions, such as the suggestions below.

TEACHER SAY:
- **What tradition do Nour and Hossam's families have in common?**
- **How does Hossam feel in the story? How does Nour expect he will feel?**
- **What is the problem that Hossam describes?**




STUDENTS DO: Share ideas.

TEACHER SAY: In Hossam's family, they had a tradition. But now that their lives have changed, their family tradition is changing too. How is the place or community where he lives now impacting his tradition?

TEACHER DO: Use **Calling Sticks** to select a few students to share ideas.

TEACHER SAY: Think to yourselves: What new tradition might Hossam develop, now that he lives in a new place? When I clap my hands twice [adjust signal as needed], share your ideas with a Shoulder Partner.


STUDENTS DO: Use **Think Time**, then share ideas with a **Shoulder Partner**.


CHAPTER 2 COMMUNICATING CULTURE

HOSSAM'S NEW SHAM-EL NESSIM (PART 2)

Read the story.

Nour did not like seeing her friend so sad. When Nour gets home, she tells her mom about Hossam. She wants to make sure Hossam has a great first Sham El-Nessim in Cairo.

"Mom, can Hossam's family celebrate with us?" Nour asks.

"Of course they can, but you said that he does not want to go to the park," says Nour's mom.

Nour thinks some more and then has a great idea. "Mom, what if we tried something different this year?" says Nour.

"Maybe, but we love being outside at the park," replies Nour's mom.

"What if we were outside on the Nile instead? Remember when we took the boat ride for grandma's birthday? We can spend the day outside on the Nile. That way, Hossam's family can be near the water too," exclaims Nour.

"Wow, what a great idea. You combined part of our tradition and part of your friend's tradition. We can try something new this year," says Nour's mom.

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4. TEACHER SAY: You all have great ideas for Hossam's family. Let's read the next part of the story to see how Nour helps her friend solve the problem. Turn to the page Hossam's New Sham El-Nessim (Part 2).

TEACHER DO: Read the second part of the story aloud or have students read in partners.

TEACHER SAY: How does Nour help solve Hossam's problem? Remember to point out evidence in the story when you answer.


STUDENTS DO: Share ideas using evidence from the text.

TEACHER SAY: Very good. Nour suggests to her mother that they combine her family tradition of being outside on the holiday with Hossam's family tradition of being near the water. Earlier in the year we learned about making COMPROMISES. How does this solution represent a compromise?


STUDENTS DO: Share ideas.

CHAPTER 2 COMMUNICATING CULTURE

ANALYZING TRADITIONS

Write in complete sentences to answer the questions.

How were Hossam's traditions and Nour's traditions similar and different?

How were Hossam's traditions and Nour's traditions influenced by where they live?

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5. TEACHER SAY: Yes, Nour is suggesting a compromise because both families will be making small changes to their traditions. It is very kind of Nour to help her friend solve his problem. Now her family and Hossam's family will begin a new tradition for Sham-El Nessim. Turn to the next page in your book, Analyzing Traditions. Read the directions with a Shoulder Partner, and then give me a Thumbs Up when you are finished.


STUDENTS DO: Read directions with partners and show **Thumbs Up**.

TEACHER DO: Read aloud the questions in the student book.

TEACHER SAY: Before you begin writing answers, discuss these questions with a Shoulder Partner.


STUDENTS DO: Take time to discuss answers to the questions.

TEACHER DO: As students discuss, walk around the room, listening to their answers. Students should be able to connect the region/location of the families to its influence on traditions. For example, Hossam could only go to the beach when he lived in that region. Now that Nour and Hossam live in Cairo, near the Nile, they can take a boat ride. If they did not live near the Nile, they would have a different tradition. When students have had enough time to orally discuss their answers, prompt them to write their responses.

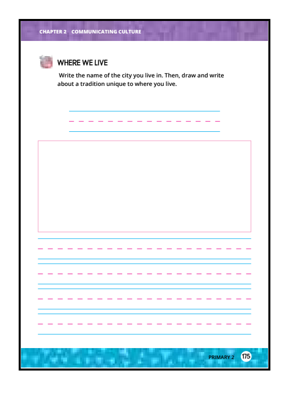

READ ALOUD: Write in complete sentences to answer the questions.


STUDENTS DO: Independently write answers to the three questions.

TEACHER DO: Encourage students to **Ask 3 Before Me** for questions regarding spelling and composing complete sentences. If time allows after writing, have students share answers in small groups or use **Popcorn** to share answers with the class.

6. TEACHER SAY: We have been looking at how traditions may change based on where you live. I wonder how this applies to some of our traditions. Think about how your family traditions are influenced by where we live in Egypt.

Note to Teacher: Encourage students to consider how cultural traditions in your region might look different in other regions. For example, weddings or the welcoming of new babies to a community might be different. The holidays celebrated in your region might be different depending on the influence of different ethnic or religious backgrounds. If appropriate, provide example images to compare parts of your region's culture and another region in Egypt's culture. This class discussion should be customized to your region of Egypt. Use strategies such as **Shoulder Partner***s or* **Popcorn** *to facilitate students sharing ideas.*



TEACHER SAY: Imagine you make a friend from a different region on a trip along the Nile. What would you share with them about traditions in our community? Open your books to the page Where We Live.



READ ALOUD: Write the name of the city you live in. Then, draw and write about a tradition unique to where you live.



STUDENTS DO: Complete the page, showing a unique part of the region's culture.

TEACHER DO: After students finish, the pages may be cut out and posted around the room.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we discovered how where we are in Egypt can influence culture and traditions. Let's take a Gallery Walk around the room to observe each other's work.

Note to Teacher: A **Gallery Walk** *can be done by leaving student books open on desks if there is not time to hang pictures before the end of the class window.*



STUDENTS DO: Observe each other's work in a **Gallery Walk**.

Lesson 4 Overview

LEARNING OUTCOMES

Students will:
- Research and compare cultural traditions in two different regions.
- Present comparisons.

PREPARATION

Read through the lesson to determine what materials you need to prepare for research. Materials will be dependent upon how students will be researching and presenting what they learn.

KEY VOCABULARY

- Region
- Tradition

LIFE SKILLS

Learn to Know

Critical Thinking:
- Define relationships between different objects.

MATERIALS

- Student book
- Pencils
- Crayons
- Materials for researching



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: **Yesterday, we discovered how traditions can evolve and change based on where people live. I have a thinking question for you to start our conversation today: How could communicating traditions across different regions and countries also result in our traditions evolving?**

TEACHER DO: Encourage **Think Time**, then use **Calling Sticks** or raised hands to select students to answer.

 STUDENTS DO: Use **Think Time**, then share ideas.

TEACHER SAY: **As we learn about culture, let's turn our focus to our classroom for a moment. What are some similarities in the various cultures represented in our classroom? Let's Popcorn.**

 STUDENTS DO: Share cultural similarities, such as: all wear a uniform, all value learning, all want to be successful, all live in the same community, all include food in celebrations (even if the food is not the same), and so on.

TEACHER SAY: **There are many ways in which we have similar culture. What differences in culture are represented in our classroom community? Let's Popcorn again.**

 STUDENTS DO: Share differences, such as: being from different regions/countries, speaking different languages, having different family compositions (large families or families with all girl/all boy siblings might have different cultures than smaller or other families), and so on.

TEACHER SAY: **You have identified a number of cultural differences. How do you know about these differences? How have we communicated culture to each other throughout the year?**

TEACHER DO: Facilitate a discussion, prompting students with examples or more specific questions as needed. For example, ask, "Are there visible signs of cultural differences?" to highlight culture that can be communicated through dress or other outward symbols. Or ask, "Have friends told you stories about differences in culture?"


STUDENTS DO: Share ideas.

TEACHER SAY: **We can consider the cultures represented by individual students in our classroom, as we have just discussed similarities and differences. We can also think of our classroom as a community that develops its own culture over the year. What are some celebrations or traditions we have in our class?**

TEACHER DO: Use Calling Sticks to select a few students to respond.


STUDENTS DO: Share classroom traditions.

TEACHER SAY: **As a class, we are on a journey to learn and do our best. We respect each other and we respect different opinions. We learn together through conversations, sharing, and group work. What are some other ways we can have a positive class culture?**

Note to Teacher: You may want to create a chart paper to collect student ideas. This chart can be turned into a class contract by having students sign their name in agreement. If a student disrupts learning, referring back to the chart can remind students that each person is responsible for maintaining the learning culture.


STUDENTS DO: Share ways they can help contribute to a positive class culture, such as: respect learning and do not disrupt, cheer on each other, accept each other, celebrate success, accept failure as part of learning, work hard, participate in class, ask questions, and so on.

Note to Teacher: If time permits, you may also want to explore students' perceptions regarding how the classroom culture could be improved. A message of desired improvements coming from other students can be motivating and can provide a sense of responsibility and ownership over classroom culture. When possible, be open to student suggestions about how the teacher role influences classroom culture, but also encourage them to look inward—to consider how student words, actions, and attitudes can improve the learning culture.

2. TEACHER SAY: **You did a wonderful job today analyzing the cultures represented in our classroom and our classroom culture itself. When we work together and encourage each other, we build a positive class culture. Our community culture is based on all the people working together in a community. We already know a lot about where we live. Let's learn about some other areas today. Who can name the main bodies of water in or near Egypt?**


STUDENTS DO: Volunteer to name major bodies of water, including the Red Sea, the Nile river, the Mediterranean Sea, Lake Nassar, the Gulf of Suez, and the Gulf of Aqaba.

3. TEACHER SAY: **Very good. Let's review from previous conversations and from your own experience: How can water become part of the culture in a place?**

TEACHER DO: Use Calling Sticks to select several students to respond.


STUDENTS DO: Share ideas about how water becomes part of the culture, such as: able to trade further away using boats, use water to create products such as clay pottery, use salt in the water for spices, hold celebrations related to water, and so on.

TEACHER SAY: **Well done. What about the desert? How do you think culture in the desert might differ?**

TEACHER DO: Use Calling Sticks to select several students to respond.


STUDENTS DO: Share ideas about how culture in the desert might be different, such as: clothing might reflect ways to stay cool or safe in a sandstorm, may use sand in their products, may raise and rely on camels, and so on.

TEACHER SAY: **You are getting good at considering cultural similarities and differences. Let's think about one more difference in place: Some people in Egypt live in rural areas, and some live in large cities. What are some ways culture might be different in the city than in rural areas?**

TEACHER DO: Use **Calling Sticks** to select several students to respond. If needed, prompt students to consider and compare specific topics, such as dress, traditional celebrations like weddings, professions, and so on.

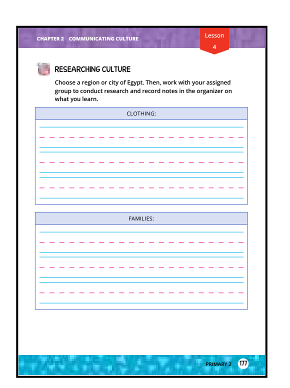


STUDENTS DO: Share ideas about how culture in cities might be different than rural areas, such as: cities may have museums, theaters, and other cultural arts centers that people can go to; clothing might be formal or office dress; rural areas may have people who help each other with farming and ranching; clothing may be more informal and suitable for working outdoors.

TEACHER SAY: Today we will research the culture in a region different from our own. We will gather information about that region's culture and compare what we learn to where we live. Then, we will share what we learned with the class.

Note to Teacher: The research can be conducted in a variety of ways. If you have access to computers for students, research can be done online. In preparation, you may need to find websites students can visit to gather appropriate information. Students can also be brought to a library to research in books. If this is not possible, you can bring in books, images, online printouts for students to use to research. Students can work individually, in pairs, or in small groups. Prepare materials for researching prior to the start of the lesson. Ensure there are enough resources for all students or groups of students to effectively work in one class session.

TEACHER DO: Hand out student books.



TEACHER SAY: Turn to the page Researching Culture. You will research one region or city of Egypt and fill out this organizer with what you learn. You will then be able to compare that region with where we live. To start, let's fill out the organizer as a class to reflect our culture.

TEACHER DO: Go through the research page as a class. **Model** how to take notes in each category on a large version of the page at the front of the room. You may call on student volunteers or use **Calling Sticks** to ensure students are participating. Be sure students do not record your notes in the student book, as they will use the student book page for their own research on a different area. Students will use the class chart you complete for their comparisons.

TEACHER SAY: You will choose one of the following regions to research. [List regions written on the board.]

Note to Teacher: List regions in various parts of the country, such as Sa'id, Cairo, Delta, Suez Canal, Sinai, Aswan, and Siwa. You may also choose to have students continue learning about the cities they researched in the previous theme. Base your decision on the resources you have for students to use in their research.



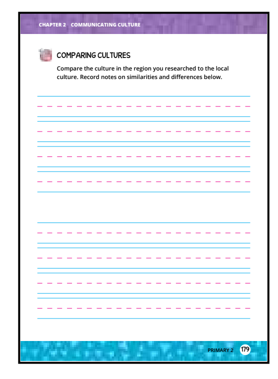
READ ALOUD: Choose a region or city of Egypt. Then, work with your assigned group to conduct research and record notes in the organizer on what you learn.



STUDENTS DO: Conduct research with classmates to learn about the culture of a different region or city in Egypt.



4. Note to Teacher: Choose how students will present their comparisons in order to structure the next section of the lesson. Students may present their comparisons digitally if time allows, or they can create large **Venn Diagram***s on a poster, give brief oral presentations, or create illustrations to demonstrate similarities and differences.*



TEACHER DO: When students have finished researching, they will compare the culture they researched to the local area. Explain to the class how they will be presenting their comparisons. (See note, above.) Have materials prepared for students to complete their visual aids, or use the page Comparing Cultures to have students write sentences or create a **Venn Diagram** to describe their comparisons. The page has only lines. If you want students to create a **Venn Diagram**, **Model** how to draw two overlapping circles over the lined page so that students can still use the lines to write. You may also want students create illustrations to demonstrate a comparison. Students can either draw on the blank side of the page or on paper you provide.



STUDENTS DO: Compare researched region to local region, and present comparisons according to format suggested by teacher.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we researched, compared, and communicated about cultures throughout Egypt. Let's Popcorn to share something new that we learned today.

 **STUDENTS DO: Popcorn** one thing new they learned.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Analyze the national anthem. • Create lyrics to a song to describe a community's culture. • Play musical instruments with their original song.	• Lyrics • National anthem • Values	• Student book • Pencils • Recording of the Egyptian national anthem • Scissors • Chart paper • Envelope, plastic baggie, or notebook paper and glue • Various musical instruments

PREPARATION

Prepare two charts: one with the lyrics to the national anthem and a second with a **T-Chart** labeled "Values" and "Descriptions."

Find a recording of the national anthem that can be played on a phone, computer, or other device. Prepare a chart with the lyrics to the national anthem.

LIFE SKILLS

Learn to Work	Learn to Be
Collaboration: • Respect for other opinions.	Communication: • Good listening. • Self-expression.



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: **Yesterday, we talked about cultures in the different regions of Egypt. What was something that surprised you? Share with a Shoulder Partner.**

 STUDENTS DO: Share with Shoulder Partner.

TEACHER SAY: **We have been analyzing how we communicate culture here at school, in our families, in our own community, and across different regions. Today we are going to consider our country as a whole. Each region may have their own culture and traditions, but we are also one Egypt. What are some things that many, or all, Egyptians have in common? I will use Calling Sticks to select a few students to share ideas.**

TEACHER DO: Use Calling Sticks to select a few students to respond to the question.

 STUDENTS DO: Share ideas.

TEACHER SAY: **What are some ways we communicate to others that we are one Egypt?**

TEACHER DO: Use Calling Sticks to select a few students to respond to the question.

 STUDENTS DO: Share ideas.

2.TEACHER SAY: Raise your hand if you have ever watched the medal ceremony for the Olympics.

 **STUDENTS DO:** Raise hands.

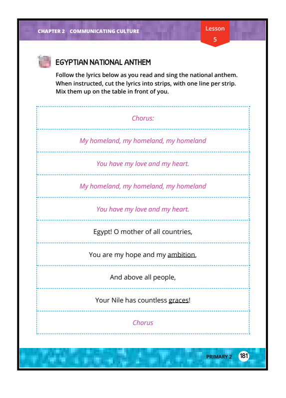
TEACHER SAY: If you win a gold medal, what song do they play? Raise your hand if you know.

TEACHER DO: Call on students with hands raised to see if they can name the song as the national anthem.

Note to Teacher: If a media player is available, show a short clip of a medal ceremony at the Olympics.

TEACHER SAY: Athletes compete for their country and hearing their national anthem played is a great honor. A national anthem is a song that represents a country and its culture. The Egyptian national anthem was composed by Sayed Darwish and written by Muhammad Yunis al-Qadi. It was adopted in 1979.

TEACHER DO: Hand out student books.


CHAPTER 2 COMMUNICATING CULTURE
Lesson 5

EGYPTIAN NATIONAL ANTHEM

Follow the lyrics below as you read and sing the national anthem. When instructed, cut the lyrics into strips, with one line per strip. Mix them up on the table in front of you.

Chorus:
My homeland, my homeland, my homeland
You have my love and my heart.
My homeland, my homeland, my homeland
You have my love and my heart.
Egypt! O mother of all countries,
You are my hope and my ambition,
And above all people,
Your Nile has countless graces!
Chorus

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3. TEACHER SAY: Every day we sing our national anthem. Today, let's pay close attention to the words and consider how they help us communicate our culture to others. Open your student books to the page Egyptian National Anthem. Follow along as I read aloud the lyrics, or words.

TEACHER DO: Read each line slowly. Stop at the underlined words and discuss their meaning with students. Ask students for any background knowledge of each word, and then ask if they can guess anything about the word from context. (For example, is it a positive or negative word or image?)

 **STUDENTS DO:** Follow along as teacher reads aloud the lyrics.

TEACHER SAY: When we sing our national anthem proudly, we communicate our culture to all who hear us. Now, let's listen to a recording of our national anthem. Listen to the tune and follow along by reading the lyrics on your page.

 **STUDENTS DO:** Listen to recording of national anthem.

TEACHER SAY: As I play the recording again, sing along with me.

 **STUDENTS DO:** Sing along with the recording.

Note to Teacher: The next learning experience asks students to place the written lyrics of the song in the correct order. Students are not expected to be able to read or know the vocabulary words in every line of the song, but they should be able to recognize several written words as the song is sung. Repetition of singing along while students read the printed lyrics will help prepare them for the next task. If time permits, repeat singing along with the recording (while following the printed lyrics) in multiple formats, such as having each row sing one line, boys and girls alternating lines, left and right sides of the room, and so on.

TEACHER SAY: Well done. There are many wonderful words in this song. Let's see if we can use our detective skills to match the words on the page with the lyrics of the song we know by heart. First, we need to cut the lyrics into strips—one line of text per strip. The lines on the page will help you cut in the right place. When all of your strips are cut, mix them up on the table in front of you and show me a Thumbs Up.

TEACHER DO: Hand out scissors. Assist students with cutting if needed. Have the recording of the national anthem ready to play again from the beginning.

TEACHER SAY: Listen carefully as I play the recording of the national anthem, and place your strips of paper in the order of the song.

TEACHER DO: Play recording, pausing and rewinding after each section if possible so that students can work on ordering their strips. Circulate around the room to assist and observe students. If needed, **Model** how to "detect" a familiar word on a strip of paper as a clue to the order even if the entire line is not known.



STUDENTS DO: Listen to recording and arrange strips of lyrics in the correct order.

TEACHER SAY: We have been working hard on using our literacy and our detective skills to read the lyrics to our national anthem. Let's return to our focus on communicating culture and analyze this song for how it represents our culture. We have learned that things that are important to a community are part of its culture. Another word for these things is VALUES. Honesty is a value. What are some other values you can think of?



STUDENTS DO: Share ideas.

TEACHER DO: Show students the **T-Chart** paper.

TEACHER SAY: The lyrics to our national anthem mention many things that are important to us as a nation. Let's see if we can find the VALUES represented in our anthem and discuss what each means. Who can identify a value in the lyrics you have before you?

TEACHER DO: Use **Calling Sticks** to select students to answer. Use a marker to write student responses on the **T-Chart** under the word VALUES. Review what each word means and how it contributes to or communicates the culture of Egypt.



STUDENTS DO: Suggest words from the anthem that reflect values, such as: ambition, graces, free, safe, noble, guardians, loyal.

TEACHER SAY: The other side of our T-Chart is labeled DESCRIPTIONS. What words on our anthem "paint a picture" or describe love for our country?

TEACHER DO: Use **Calling Sticks** to select students to answer. Use a marker to write student responses on the **T-Chart** under the word descriptions.



STUDENTS DO: Suggest words from the anthem that reflect a love of country, such as: love, my heart, mother, countless graces, gem, blaze.

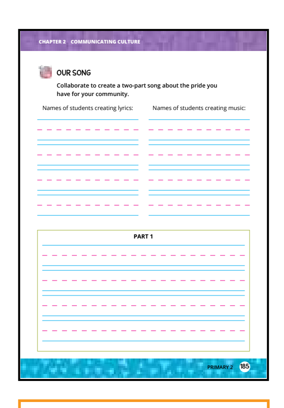
Note to Teacher: At the end, you may choose to have students place their strips into plastic baggies or envelopes so they can practice this lesson again. Alternatively, you may also hand out a plain page of notebook paper and have students glue the lines down as an assessment.

4. TEACHER SAY: Our national anthem is unique. That means that no other country has the same national anthem as ours. We have been analyzing our local community and talking about how to communicate who we are and how we live. I wonder if we could write a song to share our community culture with others? If you were to create a special song about your community, what are some ideas you would want to include?

TEACHER DO: Use **Calling Sticks** to select a few students to share their ideas.



STUDENTS DO: Share ideas to include in a song about their community.



Collaboration

TEACHER SAY: There are many things we can be proud of in our community. We may be proud of the food we produce or the products we make. We may be proud of our beautiful scenery or history. Or, we may be proud of the way we help each other.

TEACHER DO: Have various musical instruments available for students. If students are not ready to choose their own groups, assign small groups of three or more students to work together.

TEACHER SAY: Work with at least three other students to compose, or write, a two-part song that describes your pride in your community. One part of the song is the lyrics, or the words to the song. The other part is the music that will go along with the lyrics. Some of you may want to work on writing the lyrics and some of you may want to create the music using the instruments available. Collaborate and listen to each other's opinions. Find ways to use different ideas. Use the page Our Song to help you organize your ideas. You should include two parts: the lyrics and the music.



READ ALOUD: Collaborate to create a two-part song about the pride you have for your community.



 STUDENTS DO: Create song lyrics and music that demonstrate pride in their community.

5. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Today we talked about communicating our culture by sharing what our national anthem means, and we created songs that demonstrate pride in our communities. When I call your row, please share your song with the class.**

 STUDENTS DO: Share songs about their community with the class.

Lesson 6 Overview

LEARNING OUTCOMES

Students will:
- Compare artwork and music from different regions in Egypt.
- Describe the various influences of art and music in Egypt (in terms of immigration to Egypt, outside influences, and so on).
- Describe art and music specific to the local community.

PREPARATION

Using a computer, library, and print resources, collect images of artwork and examples of music represented by the different regions of Egypt and locally, if possible.

KEY VOCABULARY

- Geography
- Influence
- Regions
- Resources

LIFE SKILLS

Learn to Know

Critical Thinking:
- Define relationships between different objects.

MATERIALS

- Student book
- Pencils
- Crayons



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: **A few lessons ago, we researched different regions of Egypt. We examined culture through clothing, celebrations, religion, and language. Let's use Shake It Share It High Five to review what we learned about similarities and differences between different regions.**

 STUDENTS DO: Shake hands and share ways some regions are the same and different in terms of clothing, celebrations, and religion. High five each other and move to share with another student.

TEACHER DO: Allow students to share and then call them back to their seats.

2.TEACHER SAY: **Yesterday, we analyzed our national anthem. Our anthem helps us communicate our Egyptian culture to the world. I wonder: Do you think that different regions might also have music or styles of music? Raise your hand if you would like to share.**

TEACHER DO: Call on several students who would like to share. Ask for examples or personal experiences with music from different regions if appropriate. Prompt students to explain the reasons for their answers, encouraging them to reference previous learning such as the idea that people who live near the sea or river might sing about water differently than people in the desert.

 STUDENTS DO: Share ideas about music in different regions.

TEACHER SAY: **We all share a common national anthem, but musical styles and topics can also differ from region to region. The same is true for art, such as visual arts, pottery, sculpture, and so on. How do you think art made in different regions might be different?**

 STUDENTS DO: Share ideas and experiences with art in different regions.

TEACHER SAY: Artistic materials, scenes, and styles can vary greatly from region to region. Earlier in the year, we studied differences in the land across multiple regions. We learned about the desert, river, mountains, coast, and delta in Egypt. I have a thinking question for you: How do you think the geography, or land of the different parts of our country, affect the type of art and music they have?

TEACHER DO: Use **Calling Sticks** to select several students to share.



STUDENTS DO: Share ideas about ways geography—and the land itself—may influence the art and music in different regions.

TEACHER SAY: You have great ideas. Let's think about this question more specifically. If someone wanted to make pottery, what materials do they need?

TEACHER DO: Use **Calling Sticks** to select a few students to answer.



STUDENTS DO: Share ideas about what is needed to make pottery, such as: clay or mud, water, paint, and tools to make designs.

TEACHER SAY: Give me a Thumbs Up if you think the people of the Western Desert would make pottery.

TEACHER DO: Look for students who are not making the connection between materials that are available in specific regions.



STUDENTS DO: Use a **Thumbs Up** if they agree with the statement.

TEACHER SAY: Very good. Most of you recognize that there would be little mud in the Western Deserts. When we look at the art and music of different regions, we will consider the resources, or materials, that are available.

TEACHER DO: Hand out student books.

3. TEACHER SAY: Let's review and learn more about these resources. Open your student book to the page, Regional Arts and Music. You can choose to work alone or with a Shoulder Partner to complete this page.



READ ALOUD: Use the clues drawn in each region and the word bank to match the type of art or music with the region.



TEACHER DO: Post pictures of various art and music examples from different regions on the walls or set up an area with books from the library. **Model** how to "read" one visual clue and match it to an item in the word bank if needed.



STUDENTS DO: Use clues in the map of the regions to describe the type of art or music found there.

TEACHER DO: Review student work using the following question format: If we know there are ______ in the ___ regions, what can be made from ___? For example: If we know there are palm trees and sheep in the Siwa and Sinai regions, what can be made from palm leaf stalks and wool? Help students make explicit connections between the resources and types of art and music.

Note to Teacher: Include any local art or music specific to your location.



STUDENTS DO: Check and make corrections to work.

4. TEACHER SAY: We have looked at how resources can influence art and music in different regions around Egypt. What are some other things that might influence art and music of different regions? Let's Think Pair Share.



STUDENTS DO: Think by themselves, then share with a **Shoulder Partner**, and finally share with the class.

TEACHER DO: Give students time to think quietly, then share with a **Shoulder Partner**, and finally, use **Calling Sticks** to select several students to share with the class.

TEACHER SAY: How do we learn about art and music from a certain region if we have never been there? How is their regional culture communicated outside the region?

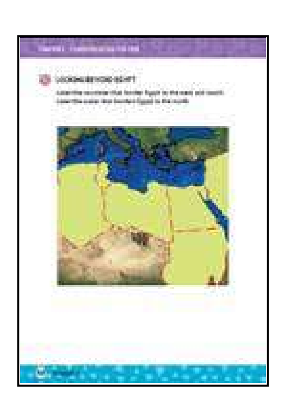
 **STUDENTS DO:** Share ideas.

TEACHER DO: Prompt students to consider the materials you have used in the classroom (such as images, books, and online resources) as well as the fact that people can travel or even move (migrate) from one region to another and share their former culture in a new place.

TEACHER SAY: We read about Nour's friend Hossam moving from Hurghada to Cairo. When people move from one region to another, they bring their music and art with them. Sometimes people who move combine their way and the way of the new region to create something new, just like Nour and Hossam created a new tradition for celebrating Sham El-Nessim. Today, computers and cell phones bring all parts of the world to us. We can listen to music and view art from almost any place in the world. How do you think this can influence the art and music we make in Egypt? Share with a Shoulder Partner.

TEACHER DO: Use **Calling Sticks** to select a few students to share ideas.

 **STUDENTS DO:** Share ways digital access to the world can influence art and music in Egypt.



5.TEACHER SAY: Even before the internet made it possible to share culture instantly around the world, people were traveling and moving around the world, bringing their culture with them and learning about new cultures in new places. Let's look beyond the borders of Egypt to understand more influences on our regional cultures. Open your student books to the page Looking Beyond Egypt. Who can remind the class: What is the symbol called that helps us find direction?

 **STUDENTS DO:** Answer, a compass rose.

 **READ ALOUD: Label the countries that border Egypt to the west and south. Label the water that borders Egypt to the north.**

TEACHER SAY: Turn to your Shoulder Partner. Between the two of you, do you know what country is west of Egypt? What country is south? Whisper your answers to each other, then raise your hands if you want to share an idea with the class.

 **STUDENTS DO:** Share ideas with **Shoulder Partner** then class if called on.

Note to Teacher: It is okay if students do not know the neighboring countries, but asking before telling them is an opportunity for students to connect possible informal, prior knowledge to formal learning in the classroom.

TEACHER SAY: The country to the west is Libya. The country to the south is Sudan. Please label these on your maps.

TEACHER DO: Write the country names on the board so that students can spell them correctly on the labels.

 **STUDENTS DO:** Label neighboring countries.

TEACHER DO: Facilitate a discussion about how neighboring communities often share cultural traditions, art, and music, even if they are in different countries. Prompt students to discover this by asking questions such as:

- Find Western Egypt on the map. Do you think the culture in this area is more similar to Eastern Libya or the Delta? Why?
- If we traveled south of the Aswan region, we would find towns with colorful houses like we have seen previously in pictures. If we kept traveling south of the border into Sudan, we would see similar houses. Why do you think that is?

 **STUDENTS DO:** Share ideas about culture and cultural influences across borders.

TEACHER DO: Repeat the process of asking about prior knowledge, telling students the answer, and providing spelling for the Mediterranean Sea as well.

 **STUDENTS DO:** Label the Mediterranean Sea on the map.

TEACHER SAY: Now, let's look north of the Mediterranean Sea. From the left to the right, label the countries to the north: Italy, Greece, Turkey.

TEACHER DO: Write the three new countries on the board as you say them. Then, provide time for students to label them in the student books.

TEACHER SAY: Did you know that you can often hear Greek music, or Greek styles of music, in the Delta region of Egypt? Who can help us figure out why that is?

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Yes, people from north of the Mediterranean have been sailing across the sea to visit or live in Egypt for thousands of years. They bring their traditions, art, and music with them. If you left Egypt to go to one of these countries, what tradition would you bring with you to share with others?

TEACHER DO: Allow students some time to think and then use **Shake It Share It High Five** to give students an opportunity to share.

 **STUDENTS DO:** Shake hands, share ideas, and high five.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we talked about art and music in different regions of Egypt. We can communicate our culture through our art and music. What is your favorite music and where does it come from? Share with a Shoulder Partner.

 **STUDENTS DO:** Share their favorite music and where it comes from with **Shoulder Partner**.

Lesson 7 Overview

LEARNING OUTCOMES

Students will:
- Describe characteristics of Egypt's environment revealed in folktales and stories.
- Create an original piece of art from weaving.

KEY VOCABULARY

- Folktale
- Loom
- Orally

MATERIALS

- Student book
- Pencils
- Crayons
- Books on folktales
- Carboard looms
- String
- Tape
- Colored paper strips approximately 1.5 cm wide
- Yarn in different colors, if available

LIFE SKILLS

Learn to Know

Critical Thinking:
- Differentiate between reality and imagination.

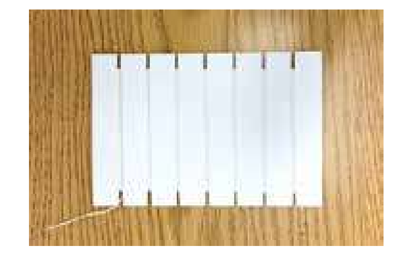
PREPARATION

If possible, borrow or gather a few books on folktales from the library.

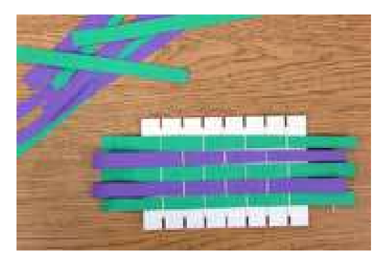
If possible, collect images of local weaving and display them on the walls.

Prepare looms for students and one to use as a demonstration. (See image below.) Cut 7 to 10 notches approximately 2 or 3 cm apart on the top and bottom of a rectangular piece of cardboard. Wrap string from top to bottom. Tie the ends of the string together on the back of the cardboard and place a piece of tape across the back to keep the strings in place. You may also write the name of each student on the tape. Cut yarn and/or colored paper strips slightly longer than the loom and store in a container or plastic bag. Depending on the availability of materials, students may work alone or in pairs.

Consider inviting local artisans to come assist in class.









Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: **Yesterday, we talked about influences on art and music. Let's warm up our brains today by reviewing. Describe two influences on regional art and music with your Shoulder Partner.**

 STUDENTS DO: Discuss influences on art and music.

TEACHER DO: Use **Calling Sticks** to select a few students to share, asking students to confirm, correct, or add to what other students answer.

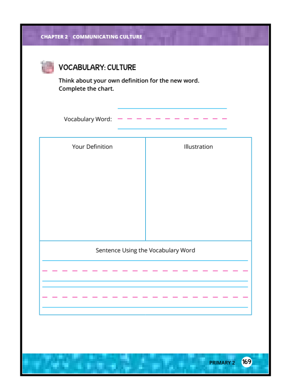
 STUDENTS DO: Share influences with the rest of the class.

2.TEACHER SAY: **Now, let's review the different ways that culture can be communicated. We discussed art and music yesterday; what other ways have we discovered?**

TEACHER DO: Use **Calling Sticks** to select a few students to answer.



STUDENTS DO: Share other ways to communicate culture, such as: writing and drawing illustrations, sharing with friends, or teaching younger community members (as in Nour decorating eggs with her mother).



CHAPTER 2 COMMUNICATING CULTURE

VOCABULARY: CULTURE

Think about your own definition for the new word. Complete the chart.

Vocabulary Word:

Your Definition	Illustration

Sentence Using the Vocabulary Word

PRIMARY 2 169

TEACHER SAY: As a final review, let's return to the page Vocabulary: Culture in your student books. There is space for a second definition of culture in the first box, under the dotted line. Work with a Shoulder Partner to read your original definitions. Then, discuss how you would define the word now and how your understanding has changed.



STUDENTS DO: Share definitions of culture and discuss new understanding.

TEACHER SAY: Now, work together to write an updated definition for culture.



STUDENTS DO: Write new definitions.

TEACHER DO: Call on a few pairs of students to share prior definitions, current definitions, and how their understanding has changed during the chapter.

3.TEACHER SAY: Sometimes we also use stories to communicate about our culture. Do you have any special stories in your family that have been told from a grandparent to a parent to you? Raise your hand if you would like to share.

TEACHER DO: Call on a few students with hands raised to share a story. If many students raise their hands, allow them to share with **Shoulder Partner**s first, then use **Calling Sticks** to ask a few to share with the class.



STUDENTS DO: Share the general idea of a story that has been passed from one person to another.

TEACHER SAY: There are many different types of stories. Some stories teach us a lesson, some stories try to explain natural events, and some stories use magical creatures or imaginary places to teach us about ourselves. Think for a moment: Does the story you shared have a purpose?

TEACHER DO: Allow **Think Time**, then have students share with **Shoulder Partner**s or with the class.

TEACHER SAY: Folktales are stories passed orally, or spoken, from one person to another. The stories can be true or untrue. Folktales often describe the traditions or values of a group of people.

TEACHER DO: Hand out student books.

4.TEACHER SAY: Let's read an example of a folktale and think about how it communicates culture. Open your student books to the page Folktales.



READ ALOUD: Follow along as the folktale is read.

TEACHER DO: Read the full story aloud. To extend this learning experience and reinforce literacy skills, have students read the story again to each other in pairs, alternating every sentence or paragraph.

TEACHER SAY: Raise your hand if you think this story is true.



STUDENTS DO: Raise hands if they think the story is true.

TEACHER SAY: Turn to your Shoulder Partner and tell him or her why you think the story is true or fictional. Remember to refer back to parts of the text in your answer.



STUDENTS DO: Explain to partner why the story seems true or fictional.

Note to Teacher: Allow some discussion around this question. Students should recognize that the places

mentioned in the story are real, but that some of the events, especially in the last paragraph, are impossible or seem magical, so cannot be true.

TEACHER SAY: This folktale is about a traveler on a journey. The traveler sees many of the things we have learned about on his journey. How does he communicate what he has seen?



STUDENTS DO: Share ideas.

TEACHER SAY: And how does his wife communicate what she has heard in his stories?



STUDENTS DO: Share ideas.

5. TEACHER SAY: Sharing folktales can help us understand culture better. Folktales, like the one you just read, help us learn about the different regions in Egypt, the life of people in those regions, and the importance of weaving and art in Egyptian culture. Let's add to this story and experience a form of art and communication that is traditional in many parts of Egypt. Turn to your Shoulder Partner and share your idea of what the traveler would have told his wife if he had visited our city.



STUDENTS DO: Share ideas with a **Shoulder Partner**.

TEACHER SAY: Now, work together to write one sentence at the end of the first paragraph describing what the traveler sees when he visits our city.



STUDENTS DO: Add a line to the story.

6.TEACHER DO: Hand out student looms. Hand out a few pieces of colored paper to each student or pair. Have pre-cut yarn or paper strips available in a central location for students to select.

Note to Teacher: You may want to limit students to taking only two different colors of yarn at a time. Looms can be reused the next year by simply cutting the strings off and restringing the looms when needed again.

TEACHER SAY: We are going to use these looms to practice some weaving. Hold up a paper strip and place it over the first string like this. [Demonstrate for students using the sample loom.] Then, pass it under the next string. Repeat the over/under pattern until you reach the end of your strip.



STUDENTS DO: Practice weaving using paper strips.

TEACHER DO: Demonstrate for students using the sample loom and circulate around the room as needed to assist struggling students. If you invited community member or parents to come assist, they can also circulate and help students.

TEACHER SAY: We can create our own original weaving using paper strips or yarn. In our folktale, the wife wove real-looking pictures. We can use different colors to make patterns in our weaving, then we can decorate our weaving with stencils. You will alternate going over and under with your strings. Sometimes you can go over one and under two or over two and under one. Take a moment to plan your pattern, then experiment a bit with different patterns and colors. You may begin weaving.



STUDENTS DO: Weave an original piece of artwork.

TEACHER DO: When most students have finished or are near finishing weaving the strips of paper on the loom, have each student choose one design they want to add on top of the weaving by stencil. Instruct and **Model** for students how to create and use a simple stencil according to the materials available, such as thick paper and markers or cardboard and paints.



STUDENTS DO: Decide on and create a stencil for a letter, symbol, or simple design to add to the weaving.

TEACHER SAY: Please leave your weaving on a flat surface. Let's take a quick Gallery Walk to see what everyone has created.

 **STUDENTS DO:** Walk quietly around the room, viewing each other's weavings.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we talked about folktales and weaving. Folktales are a way that our culture is passed on to others. Weaving is also a way to share our culture with others. If you could weave a magical rug like the wife in our folktale, what place would you like to visit? Share with a Shoulder Partner.

 **STUDENTS DO:** Share a place they would visit using a magical rug.

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Make egg shell mosaics. • Collaborate to plan an artistic project that reflects values and culture of home.	• Mosaic	• Student book • Pencils • Dyed egg shells (see Preparation for alternatives) • Glue • Dark black markers • White drawing paper

PREPARATION

Collect and color egg shells in advance. Rinse empty egg shells carefully and let dry. Add food coloring to a container of water and insert egg shells. Leave egg shells in colored water for about 24 hours. Remove and allow egg shells to dry completely on a paper towel. Store egg shells in a container. Repeat for different colors.

Alternative materials to egg shells can include: colored construction paper torn or cut into small pieces, carboard boxes/recyclables cut into small pieces by color, seeds or other natural materials.

LIFE SKILLS

Learn to Be	Learn to Work
Creativity: • Organize parts to form a new or unique whole.	Collaboration: • Respect for other opinions.



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

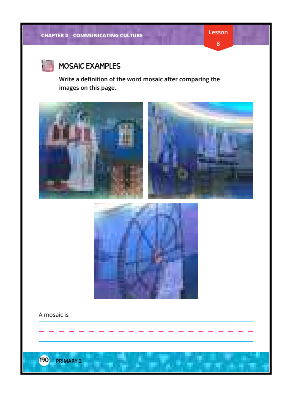
TEACHER SAY: **Yesterday, we learned about how folktales and weaving can communicate stories and culture. What are some characteristics of a folktale?**

TEACHER DO: Use **Calling Sticks** to select a few students to answer.



STUDENTS DO: Share ideas with the class, such as: they are passed from person to person, can be true or fictional, can teach a lesson or share culture.

TEACHER DO: Hand out student books.



2.TEACHER SAY: **We have been learning many ways to communicate culture, and in this chapter have been investigating how different forms of art can communicate culture to others. Today we are going to explore another form of art that is traditional in some areas of Egypt. Open your student books to the page Mosaic Examples. This page shows some images from the lobby of Cairo Tower. Look carefully at the images of mosaics, then turn to your Shoulder Partner. What do you think the word MOSAIC means?**



STUDENTS DO: Discuss possible meanings of MOSAIC from close observations of the images.

Note to Teacher: Students created mosaic artwork in KG2. You may wish to allow students who participated in that activity share their experience and prior knowledge.

 READ ALOUD: **Write a definition of the word mosaic after comparing the images on this page.**

 STUDENTS DO: Write a definition of the word MOSAIC.

TEACHER SAY: **I will use Calling Sticks to select a few students to read aloud their definitions of the word MOSAIC.**

 STUDENTS DO: Share definitions with the class.

TEACHER SAY: **Very good. Some of you recognized that even though the images show different scenes, they are all made up of tiny pieces. A mosaic is a picture that is made using small pieces of materials in different colors to create patterns. The material can be many things, such as seeds, beads, paper, glass, stone, tile, or any hard material. Raise your hand if you have ever seen a mosaic.**

 STUDENTS DO: Raise hands if they have seen a mosaic.

TEACHER DO: Call on several students to describe places they have seen examples of mosaics.

 STUDENTS DO: Share examples of mosaics they have seen.

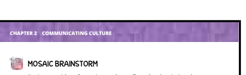
3.TEACHER SAY: **Let's look back at the images of mosaics. How do these mosaics communicate culture? What do we learn about people and cultures from them? Let's Think, Pair, Share.**

 STUDENTS DO: Think to themselves, share with **Shoulder Partner**, and then share to the whole group if called.

TEACHER DO: Use **Calling Sticks** to select a few students to share ideas. Note or prompt students to observe that the mosaics depict transportation, various styles of clothing, a feat of early engineering (water wheel), and even artistic customs themselves. Emphasize the presence of regional art in the scenes, including musical instruments, a woven rug or tapestry, and a woven basket.

TEACHER SAY: **Sometimes in communicating culture through art, we communicate about art as culture. Today we are going to create our own mosaic. We will be using egg shells as our material, and we will be communicating about our artistic culture through art. Take a moment to think about the art in our community that you are proud of and want to share with someone else. Is there a particular type of music, weaving, pottery, or other art style that you especially like? Turn to your Shoulder Partner and share one type of art you are especially proud of in our community.**

 STUDENTS DO: Share pride in regional art.



4.TEACHER SAY: **Open your student books to the page Mosaic Brainstorm.**

 READ ALOUD: **Brainstorm ideas for a picture that reflects local artistic culture.**

 STUDENTS DO: Write or draw to **Brainstorm** ideas for a mosaic picture that depicts local art.

TEACHER SAY: **Now, find a partner.**

Note to Teacher: Designate an area of the room for students who did not find a partner to stand, and match them up in a triad if there are uneven numbers. Depending on the size of the class and materials available, you may decide to make larger groups.

TEACHER SAY: **Notice that some of the mosaics in our examples show more than one thing in the scene. You will be collaborating to create your mosaic with a partner. You can show different types of local art in your scene, or you can work together to show one object if you chose the same type of art. First, share your ideas with your partner.**

 STUDENTS DO: Share ideas from the **Brainstorm**.



5.TEACHER SAY: As you work together today, remember to respect the opinions of your partner. This means that you will give your partner time to talk and you will listen. It also means that you will choose positive words and phrases such as, "I like your idea about..." or, "This … looks good." You can use parts of each of your ideas to create a new picture.

 **STUDENTS DO:** Share ideas and collaborate to create one picture.

TEACHER DO: Hand out white drawing paper and black markers. Set up a supply area with colorful egg shells or alternative materials and glue.

TEACHER SAY: Next, draw your picture on the white drawing paper using a pencil first. Then, use the black marker to trace over the pencil lines carefully.

 **STUDENTS DO:** Draw pictures for mosaics.

TEACHER SAY: The egg shells and glue are located ______. Work on one part of your mosaic at a time. Break the egg shells into different sized pieces as needed, place them on your drawing, and glue them to the paper.

TEACHER DO: **Model** for students the process of choosing colors, arranging, and rearranging pieces, while doing a **Think Aloud** of your decisions before gluing down pieces. Demonstrate how much glue is needed and how much is too much to guide student use.

 Creativity

 **STUDENTS DO:** Collaborate to complete mosaic in partners.

Note to Teacher: You may wish to have a small broom, water, and towels available to assist with clean up. Designate an area of the room for completed mosaics to dry completely.

TEACHER SAY: When finished, please place your mosaic ________ to allow it to dry completely. Please clean up your areas and return materials.

Note to Teacher: If more time is needed to complete the mosaics, you can extend this lesson into the next.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we talked about mosaics. We used art to communicate our culture. I will hang up your pictures so we can share them tomorrow. What is something you enjoyed about our lesson today?

TEACHER DO: Use **Calling Sticks** to select a few students to share what they enjoyed about the lesson.

Lesson 9 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Collaborate to create an artistic project that reflects values and culture of home.	• Culture • Mosaic	• Student book • Pencils • Mosaic materials • Various musical instruments • Computer drawing program, if available

PREPARATION

Hang completed mosaics around the room or in the hallway.

Label each corner of the room with the word or a symbol for music, art, mosaic, weaving.

Consider inviting parents or other members of the school community to the next lesson to serve as an audience for student presentations of their culture projects.

LIFE SKILLS

Learn to Live Together	Learn to Be
Sharing: • Effective management and organization of tasks.	Self-Management: • Segment goals into specific steps.



Share (90 minutes)



Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

Note to Teacher: If needed, allow some additional time to complete the mosaics.

TEACHER SAY: **Yesterday, we talked about mosaics and we continued exploring how art can help us communicate our culture. Let's take a Gallery Walk to share our mosaics.**

TEACHER DO: Instruct half of the students to stand by their mosaic to describe it and half to listen to the description. Allow students to rotate to a few stations for sharing, and then have them switch places.



STUDENTS DO: Share mosaic artwork and explain how it reflects local artistic culture.

2.TEACHER SAY: **We have talked about many different traditions that help shape our culture. We have practiced many ways to communicate our culture to others. Today you will have a chance to choose one method we have practiced to communicate our values and culture to others. Let's begin by thinking about what we want to create using the Four Corners strategy. You may choose to create an original piece of music, a drawing [digital if computers are available] another mosaic, or a weaving that includes a picture this time. Go to the corner that interests you and find several other students to collaborate with on the project.**

TEACHER DO: Point to the corresponding corners as you describe the options.



STUDENTS DO: Move to the corner that corresponds with the preferred product and select several students with whom to collaborate.

TEACHER SAY: **Once you have identified a small group to work with, discuss your ideas for what about our culture you appreciate and want to share with others.**





TEACHER DO: Allow students time to discuss ideas and find a group. Hand out student books.

3.TEACHER SAY: Open your student books to the page, My Self-Assessment. Review the rubric before you start planning.

TEACHER DO: Allow students time to review the rubric and ask clarifying questions.

4.TEACHER SAY: Open your student books to the page Culture Splash.



READ ALOUD: Use this page to plan your music or artwork to communicate your culture.

TEACHER SAY: Think about WHAT you want to communicate about your culture. Remember, when you brainstorm ideas, respect the opinions of others. Divide the work of the project and write the name of the person responsible for doing each task.



STUDENTS DO: Work collaboratively to plan a piece of music, art, or other media to reflect local culture and values. Then break down the project into roles and assign students responsible for each.

TEACHER DO: As students complete the planning stage, signal them in groups or as a whole class to move into creating the chosen product. Circulate around the room as students work, encouraging and prompting students to connect their work to a part of their culture. Have an area set up where students can select musical instruments, a computer (or tablet), or art supplies. Break up the work time periodically as needed to have students share progress or just take a short mental break.

3. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we collaborated to use art and music to express our values and culture. Turn to your group and identify one way that you worked together to combine ideas today.



STUDENTS DO: Reflect on group collaboration.

Lesson 10 Overview

LEARNING OUTCOMES
Students will: • Share their artistic projects and explain how they reflect values and culture of home.

PREPARATION
Create a chart with the word CULTURE written down one side, each letter beneath the previous letter, as in the student book. Display artwork created in the previous lesson and have musical instruments available.

KEY VOCABULARY
• Culture

LIFE SKILLS
Learn to Be
Communication: • Good listening. • Self-expression. • Reading, writing, nonverbal communication skills.

MATERIALS
• Student book • Pencils • Projects • Chart paper • Markers



Share (90 minutes)

Directions

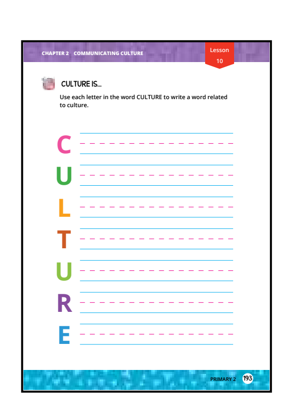
1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: **Yesterday, we collaborated to create a piece of music or art to share our values and culture. We have been learning a lot about culture in this chapter. Let's summarize what we have learned by sharing what culture means to you.**

TEACHER DO: Use Calling Sticks to select several students to share what culture means to them.



STUDENTS DO: Share what culture means with the class.



TEACHER DO: Hand out student books.

2.TEACHER SAY: **Open your student books to the page Culture Is...**



READ ALOUD: **Use each letter in the word CULTURE to write a word related to culture.**

TEACHER SAY: **For example, under the letter C, I might write the word CELEBRATION because we talked about how Nour celebrates Sham El-Nessim. Work together with your Shoulder Partner so you can think of more ideas. After you Brainstorm words together, you can independently decide on and write different words on your page.**



STUDENTS DO: Work with Shoulder Partner to Brainstorm words that begin with each letter in CULTURE, and then record chosen words on the page.

TEACHER DO: Circulate around the room as students work. Have dictionaries available if possible.

TEACHER SAY: **I will use Calling Sticks to select students to help us fill in our class chart.**

TEACHER DO: Use Calling Sticks to select students to give an example of a word under each letter. If any students could not think of a word to write, they may copy a word from the class chart to complete their student book page.



3.TEACHER SAY: Well done. We have talked about many ways we can communicate our culture. Now let's share our projects. When I call your group, please come up to share your project with the class. The class will remember to be a good audience and listen carefully.

TEACHER DO: Call each group to present to the class and any guests. Take a moment at the end of each presentation to review the value or part of culture that was shared. If time allows, students can practice giving effective feedback.

 **STUDENTS DO:** Share projects with the class.

TEACHER DO: When students are finished presenting, have them complete the page My Self-Assessment based on their work on the Share project. Students should be familiar with the process at this point in the year. Review the procedure or content of the rubric as needed.

4. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: We have been studying ways we communicate our values and culture. Do you think all countries have the same values and culture as ours? Why or why not?

TEACHER DO: Use **Calling Sticks** to select three or four students to respond and give their reasons for their thinking.

 **STUDENTS DO:** Share ideas about values and culture in other countries.

TEACHER SAY: Imagine a friend is asking you about what we have been learning. Why do you think it is good to communicate our culture with others and to learn about other cultures?

 **STUDENTS DO:** Share ideas.

Rubric Assessment (for teacher use)

	Approaching Expectation (1)	Meeting Expectation (2)	Exceeding Expectation (3)
Academic Content	Explains with help how the song or work of art communicates culture. *Social Studies A.1.d.*	Explains independently how the song or work of art communicates culture. *Social Studies A.1.d.*	Explains how the song or work of art communicates culture while making connections to other examples in Egyptian culture. *Social Studies A.1.d.*
	Works with a group to communicate culture through art but does not contribute original ideas. *Music D.3.* *Visual Art A.2.f.*	Works with a group to communicate culture through art and contributes original ideas. *Music D.3.* *Visual Art A.2.f.*	Works with a group to communicate culture through art. Serves as a leader or offers unique or thoughtful ideas. *Music D.3.* *Visual Art A.2.f.*
	Participates in collaborative conversations but is unable to build on the comments of others. *Speaking and Listening A.1.c.*	Builds on the comments of others during collaborative conversations. *Speaking and Listening A.1.c.*	Builds on the comments of others during collaborative conversations and helps classmates make connections to others' remarks. *Speaking and Listening A.1.c.*
Quality of Performance	Creates a work of art that communicates culture but is not well organized or performed.	Creates a work of art that communicates culture and is well organized and performed.	Creates a work of art that communicates culture and is performed in an exceptional manner.
	Creates artwork that does not accurately represent culture or values.	Creates artwork that accurately represents culture or values.	Creates artwork that accurately and creatively represents culture or values.
Life Skills	Uses language that is not positive. Has a hard time listening respectfully and allowing others to contribute.	Uses positive language and listens respectfully when working with others.	Uses positive language and listens respectfully when working with others. Shows leadership in this area and helps others model respectful behavior.
	Manages or organizes tasks ineffectively or only with the help of peers or the teacher.	Manages and organizes tasks effectively and independently.	Manages and organizes tasks effectively and helps to organize peers.

PRIMARY 2

Multidisciplinary

COMMUNICATION

Chapter 3: Communication Tools

Chapter Overview

Communication Tools

COMPONENT	DESCRIPTION	LESSONS
Discover	Students explore multiple ways to communicate with friends inside and outside of the classroom.	3
Learn	Students investigate sharing simple messages in unconventional ways using light and sound (for example, Morse or other codes). Students consider the purpose and benefits of modern technology that allows for communication of more complicated messages.	5
Share	Students design a sound or light-based system for helping a visually or hearing impaired friend navigate the school grounds, using both simple codes and modern technology.	2

Connection to Issues



Globalization: Technology helps us communicate and exchange ideas around the world. We can learn from people around the world and also share our ideas and culture with others.

Life Skills Addressed



DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Define relationships between different objects. **Creativity:** • Organize parts to form a new or unique whole. **Problem-Solving:** • Analyze the parts of the problem.
Learn to Work	**Collaboration:** • Review individual behaviors within the team. • Respect for other opinions.
Learn to Live Together	**Empathy:** • Demonstrate empathy in communicating with others.
Learn to Be	**Accountability:** • Provide effective feedback. **Communication:** • Good listening. • Self-expression. • Reading, writing, nonverbal communication skills.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

D. Reading Skills: Fluency

1.b. Read a variety of texts, recognizing and understanding the purpose of the text.

E. Reading Comprehension: Literature

1.b. Describe how characters in a story respond to major events and challenges.

F. Reading Comprehension: Informational Text

5.a. Use text features (such as headings, subheadings, text color, table of contents) to locate information within a text.

G. Language: Vocabulary Acquisition and Use

1.a. Use sentence-level context to infer, confirm, or correct the meaning of words.

1.g. Demonstrate command of the conventions of grammar and usage when writing or speaking.

WRITING:

A. Foundational Skills

1.a. Write complete sentences.

C. Informational and Opinion

1.a. Write short, explanatory texts introducing a topic and using facts to develop details.

SPEAKING AND LISTENING:

A. Foundational Skills

1.a. Participate in collaborative conversations with peers and adults about various topics and texts.

5.a. Speak in complete sentences, following grammatical rules, when appropriate to task and situation.

MATH:

D. Measurement and Data

1.a.1. Estimate lengths to the nearest 1, 10, 50, and 100 centimeters.

1.a.2. Measure to determine how much longer or shorter one object is than another, expressing the difference in centimeters or meters.

4.a. Organize data with up to four categories into scaled bar and pictographs (scales limited to 2, 5, 10).

4.b. Solve simple, put-together, take-apart, and compare problems using data presented in a bar graph or pictograph.

SCIENCES:

A. Skills and Processes

1.a. Ask questions based on observations to find more information.

1.b. With guidance, cooperate to plan and conduct an investigation with peers.

1.c. Use observations to describe patterns.

1.d. Use observations to explain an experience.

1.f. Obtain information using various texts and text features to answer a question.

1.g. Communicate information with others in oral and written forms.

D. Physical Science

1.e. Explain the importance of light and sound in daily life, including sources, uses, and benefits of each.

1.f. Investigate how light travels from place to place and can be blocked or allowed to pass through different materials.

1.g. Investigate ways to create sound using a variety of materials.

1.h. Design and create a way to use light or sound to communicate over a distance.

F. Engineering Design and Process

1.a. Develop an understanding of the characteristics and scope of technology.

1.b. Develop an understanding of the role of society in the development and use of technology.

SOCIAL STUDIES:

D. Human Systems

1.a. Describe ways that individuals and groups meet basic human needs.

1.b. Explain how technology makes it easier for humans to satisfy wants and needs.

MUSIC:

A. Developing Musical Sense or Expression

2. Distinguish between different rhythms.

ECONOMICS AND APPLIED SCIENCES:

A. Family Relationships and Safety in the Community

1.b. Identify ways of getting help from family members for making decisions and solving problems.

2.c. Celebrate and encourage peers.

VOCATIONAL FIELDS

A. Career Social Skills and Preparation

4.d. Develop simple products representative of various professions using materials from the environment.

INFORMATION AND COMMUNICATION TECHNOLOGIES:

B. Security and Safe Use

1.b. Demonstrate responsible use of technology (such as setting up protection like a password and carrying devices safely).

1.c. Explain ethics and safety issues in using electronic media at home or school.

C. Technological Production Tools

1.b. Identify the appropriate program or application to complete a task.

1.c. With support, use digital sources to search for and collect content to answer a specific question.

COMPUTATIONAL THINKING:

Science

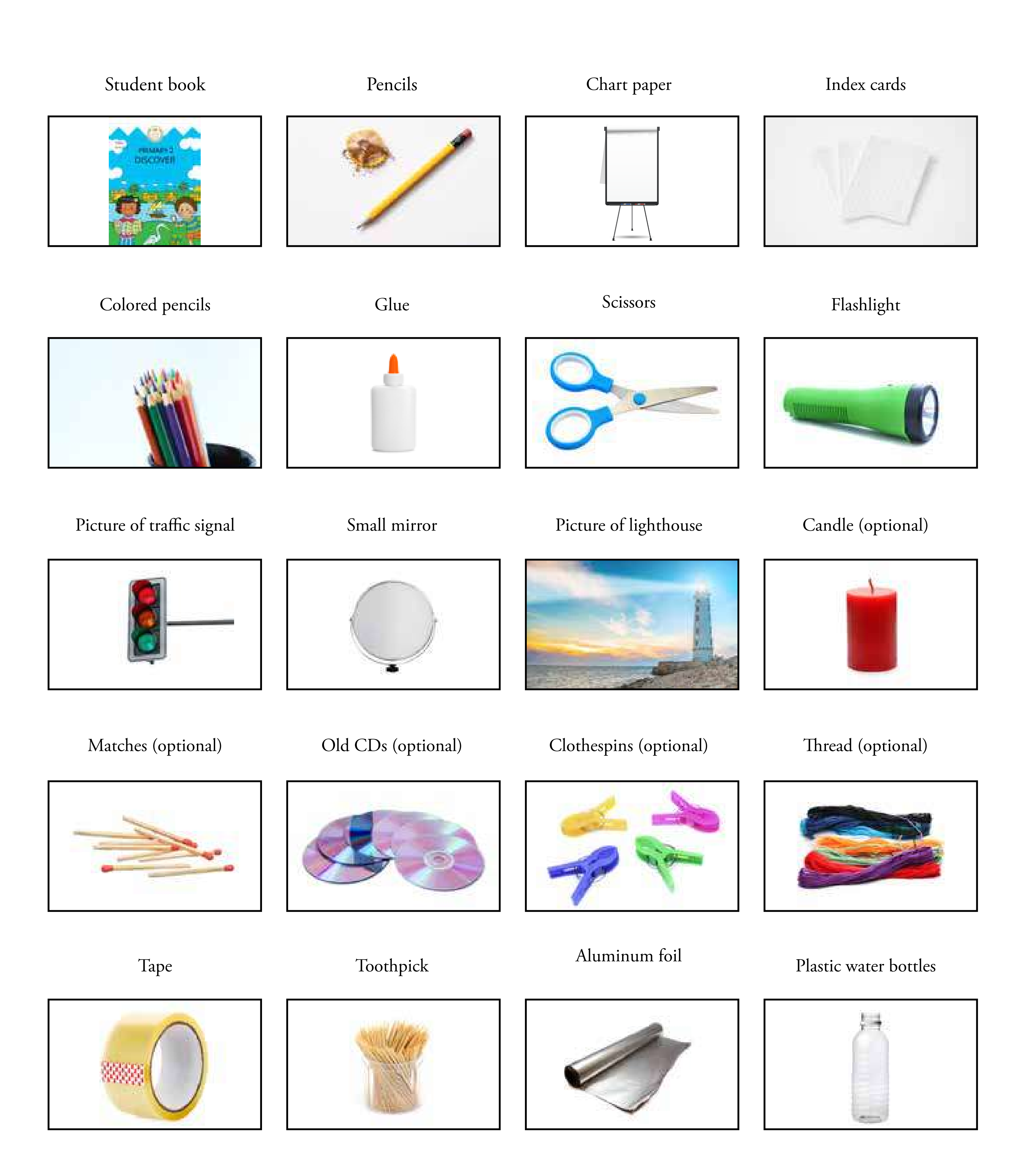
A.1.c. Use observation to describe patterns.

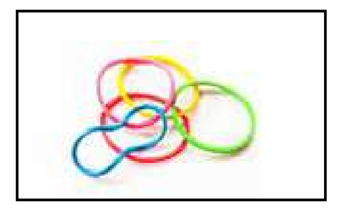
F.1.d. Develop an understanding of the role of troubleshooting, research and development, invention, and experimentation in problem solving.

CH 3 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	DISCOVER: **Students will:** • Identify different ways to communicate. • Graph and analyze types of communication.
2	DISCOVER: **Students will:** • Describe how computers and other technologies help us communicate. • Discover how to stay safe when communicating online.
3	DISCOVER: **Students will:** • Discover codes used to send messages over long distance.
4	LEARN: **Students will:** • Learn basic concept of using code to build a computer program. • Describe how patterns are used in computer codes.
5	LEARN: **Students will:** • Describe ways to communicate using light. • Investigate how light can be blocked or pass through different materials.
6	LEARN: **Students will:** • Observe how light travels. • Record observations by drawing and writing.
7	LEARN: **Students will:** • Investigate ways to create sound with various objects. • Explore the importance of sound and light in daily life.
8	LEARN: **Students will:** • Observe and describe patterns in braille.
9	SHARE: **Students will:** • Apply learning to develop a method of communication using sound or light.
10	SHARE: **Students will:** • Present a way to communicate using light or sound.

Materials Used



Rubber bands	Jar lids	Boxes	Bar graph
			

Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Identify different ways to communicate. • Graph and analyze types of communication.	• Technology	• Communication web from Chapter 1 • Bar graph • Student book • Pencils

PREPARATION

Hang up the communication **Web** used in Chapter 1 of the theme at the front of the room to revisit ideas with the class. If you want to create a bar graph for the lesson as a class, make space for the graph at the front of the room as well.

LIFE SKILLS

Learn to Live Together

Empathy:
- Demonstrate empathy in communicating with others.



Discover (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson. Ask students to think, reflect, share, and listen. Encourage students to lead this routine as they become more comfortable.

This is a time to excite your students about the chapter. Tell students they are beginning a chapter of study called, "Communication Tools."

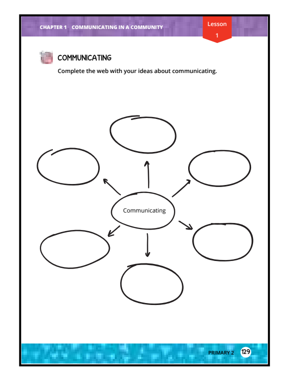
TEACHER SAY: We are starting our final chapter of the year. We have learned about communicating in our community and how we communicate our culture. Our final chapter is called, "Communication Tools." What do you think we will learn about?

TEACHER DO: Use **Calling Sticks** to choose three students to answer the question before continuing.

 **STUDENTS DO:** Predict what they will learn.

TEACHER SAY: We will be learning about different methods people use to communicate and how people have designed technologies that provide new ways to communicate. At the end of the chapter, you will work in a group to create a new method of communication.

2.TEACHER DO: Hand out student books.



TEACHER SAY: When we first started this theme, we created a Web about what we knew about communication. Open your books to the page Communication, from the first chapter in our theme. With a Shoulder Partner, decide if there is anything new you have learned that you can add to the Web.

TEACHER DO: Circulate around the room as students work. Prompt students to recall methods of communicating (letter versus email), nonverbal communication, art and music as forms of communication, and so on. While students work, rehang the class **Web** created in Chapter 1 at the front of the room.

 **STUDENTS DO:** Add to the **Web** with a **Shoulder Partner**.

TEACHER SAY: **Thank you for taking time to review your learning with a partner. Let's add some new ideas to our class Web. I will use Calling Sticks to have students share new ideas.**

TEACHER DO: Call on students and add new ideas to the **Web**.

3. **TEACHER SAY:** **We know we communicate every single day. But HOW we communicate can be different depending on who we are communicating with, what we need to communicate, and when we want to communicate. For example, right now I am communicating by talking to each one of you, face to face. How else can we communicate besides talking in person?**

TEACHER DO: Use **Calling Sticks** to call on students. Encourage students to use the **Web** to answer the question. Ideas may include different forms of nonverbal communication (such as waving hello and facial expressions), written communication, and other forms.

 **STUDENTS DO:** Share ideas.

Note to Teacher: Adjust the following conversation based on student responses. Students have previously learned how technology is a human-designed solution to a problem. The concept of technology is not limited to computer technology. In this chapter, you focus on new communication technology, but remind students that the word technology covers many more items. For example, pens are a human-designed solution to improve a feather dipped in ink.

TEACHER SAY: **Many of the ways you just mentioned communicating use some kind of technology. Technology has changed the way we communicate every single day. Communication technology has also changed over time. Who remembers what the word TECHNOLOGY means?**

 **STUDENTS DO:** Share definitions from memory.

TEACHER SAY: **Yes, we know that technology is a human-designed solution to a problem. Over many hundreds of years, humans have been developing technologies that help us communicate faster and over longer distances. Years ago, we could only communicate over a long distance by sending letters in the mail. What problems does this type of communication create?**

TEACHER DO: Call on student volunteers to provide answers to the question. You may have students first discuss answers with a **Shoulder Partner**. Problems include: It takes a long time to send a letter and receive a response. A letter can get lost, delivered to the wrong place, or read by someone other than the intended recipient.

 **STUDENTS DO:** Share ideas.

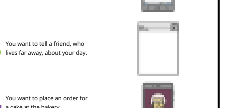
TEACHER SAY: **What technology do we have today that solves the challenges of sending letters in the mail? Share your ideas with a Shoulder Partner.**

 **STUDENTS DO:** Share new technologies that allow us to communicate more efficiently.

4. **TEACHER SAY:** **Let's think about how we might communicate in different scenarios, using some of the new technology we have today. If you were at home and I was at school, what are some options for how I could communicate with you?**

TEACHER DO: Provide **Think Time** before calling on two or three students to share how to communicate across short distances. Examples could be a phone call, text message, or email.

 **STUDENTS DO:** Share methods for communicating.



TEACHER SAY: **Yes, we can use a telephone to make a phone call or cell phones to call or send an instant written message. We can also call using video. These are all methods for communicating. Technology has made the job of communicating easier. Let's continue thinking through scenarios in which we might use different methods of communicating. Open your books to the page How Will I Communicate?**

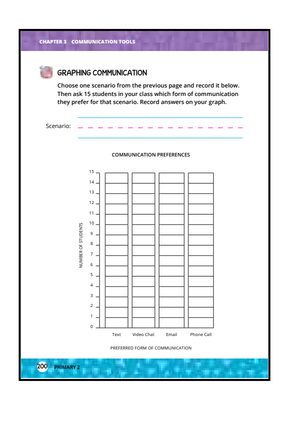
READ ALOUD: **Imagine you have access to all four types of communication pictured. Match the communication technology you are most likely to use with each scenario. There may be more than one correct answer.**

TEACHER DO: Read each scenario aloud. Tell students there is likely more than one "correct" or possible answer for each scenario. Students should choose one method and should be able to justify or explain each choice.



STUDENTS DO: Connect a communication technology with each scenario.

TEACHER DO: Once students have had time to complete the activity on their own, put them into groups of four or five and use **Talking Sticks** to have students share their matches. At the front of the room, hang the bar graph, "How to Communicate."



CHAPTER 3 COMMUNICATION TOOLS

GRAPHING COMMUNICATION

Choose one scenario from the previous page and record it below. Then ask 15 students in your class which form of communication they prefer for that scenario. Record answers on your graph.

Scenario:

COMMUNICATION PREFERENCES

NUMBER OF STUDENTS (0–15)

Text | Video Chat | Email | Phone Call

PREFERRED FORM OF COMMUNICATION

200 PRIMARY 2

5.TEACHER SAY: Thank you for taking time to share your ideas in groups. As you noticed, there are many ways to communicate in each scenario. Each of you identified what method you would choose. Let's find out if others agree with you. We can record and compare our choices using a bar graph. We can analyze our data to determine the most popular method of communication in each scenario. Open your books to the page Graphing Communication.

TEACHER DO: Students will individually select one scenario from the previous page. Students will survey classmates and record others' preferred methods of communication. Provide structure as needed regarding how students can efficiently survey classmates. You may choose to have students work in partners to complete the graphing activity.

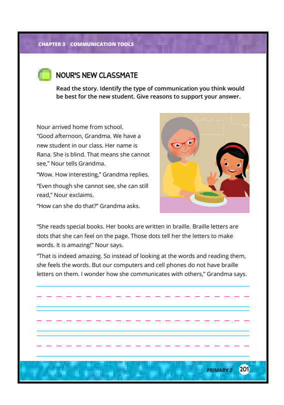
READ ALOUD: Choose one scenario from the previous page and record it below. Then ask 15 students in your class which form of communication they prefer for that scenario. Record your information on your graph.



STUDENTS DO: Complete the graph by surveying students in the class.

TEACHER DO: Once students have finished, lead the class in an analysis of their graphs using questions that move from individual to class-wide data, such as:

- What was the preferred method of communication for the scenario you chose?
- Does your neighbor have data similar to yours?
- What is the preferred method of communication in our class? (Answering will require aggregating at least a few students' data.)
- Why do you think ________ is preferred over _________?
- Are the preferred methods of communication the same in every scenario? Why or why not?
- What are some ways that blind people can communicate (beyond braille)?



CHAPTER 3 COMMUNICATION TOOLS

NOUR'S NEW CLASSMATE

Read the story. Identify the type of communication you think would be best for the new student. Give reasons to support your answer.

Nour arrived home from school.
"Good afternoon, Grandma. We have a new student in our class. Her name is Rana. She is blind. That means she cannot see," Nour tells Grandma.
"Wow. How interesting," Grandma replies.
"Even though she cannot see, she can still read," Nour exclaims.
"How can she do that?" Grandma asks.

"She reads special books. Her books are written in braille. Braille letters are dots that she can feel on the page. Those dots tell her the letters to make words. It is amazing!" Nour says.
"That is indeed amazing. So instead of looking at the words and reading them, she feels the words. But our computers and cell phones do not have braille letters on them. I wonder how she communicates with others," Grandma says.

PRIMARY 2 201

6.TEACHER SAY: We have discovered that as a class, we prefer _________ form of communication. I wonder if this type of communication would work for everyone in our community. Let's read a story about a new student in Nour's class and consider if this form of communication would work for her. Open your book to the page Nour's New Classmate.





READ ALOUD: Read the story. Identify the type of communication you think would be best for the new student. Give reasons to support your answer.

TEACHER DO: Read the story in the student book aloud as students follow along. After finishing, reinforce reading comprehension by asking questions about the characters, such as:

- How does Nour react to what she learns about her new classmate?
- How did Nour's grandmother react to Nour's news?
- Continue the conversation to elicit ideas about the question posed at the end of the story. Then, revisit the question about whether the class' preferred method of communication would work for the blind student. Have students share what methods of communication they think would be helpful to the new student.



STUDENTS DO: Listen to and discuss the story.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we discussed ways we can communicate. To end our day, let's see how many forms of communication we can think of. Let's Popcorn.



STUDENTS DO: Popcorn to name various forms of communication.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Describe how computers and other technologies help us communicate. • Discover how to stay safe when communicating online.	• Password	• Student book • Pencils

LIFE SKILLS

Learn to Be

Communication:

- Reading, writing, nonverbal communication skills.



Discover (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: Yesterday, we discussed how we can use technology to facilitate communication. What are some examples of how we communicate with modern technology? Turn to a Shoulder Partner to share.

TEACHER DO: Listen for student responses. Select two to four students to share examples aloud with the entire class.

TEACHER SAY: We also discussed how modern technologies solve certain problems or challenges to communication. In addition to solving problems, new technologies sometimes create additional problems as well. Today we will explore how we can stay safe while using new communication technologies.

Note to Teacher: Students in your class might have varying levels of experience using online communication. If necessary, take time to model or demonstrate online communications (such as email or video chats) to students as you move through the activities and discussions.

2.TEACHER SAY: When we communicate in person, our parents give us rules or guidelines for staying safe. For example, we are taught not to talk to strangers. Who would you talk to if you were lost or needed help? Share your answer with a Shoulder Partner.

 **STUDENTS DO:** Identify people such as police officers, teachers, firefighters, and parents.

TEACHER SAY: This guideline still applies to the phone or online communication, but it can be difficult to figure out who we know and who are strangers in these contexts.

TEACHER DO: Use the following questions to guide students in a discussion about privacy and safety:

- How do you know who you are talking to on the phone?
- How do you know who you are talking to online?
- How do you introduce yourself when you send an email?
- If someone sends a message over the phone, how do you identify the sender?

- Have you ever sent a message from your parent's phone? How did the person you were messaging know it was you and not your parents?

3.TEACHER SAY: **When we are online, it is important to confirm that we know who we are talking with. Another way to stay safe online is to use passwords. Passwords ensure that if we lose a device or share a computer, others cannot access our communication. Let's think. First, what is a password?**

TEACHER DO: Call on student volunteers to describe a password. Allow three or four students to provide definitions or descriptions of a password before continuing.

 STUDENTS DO: Share ideas, examples, or applications for passwords.

TEACHER SAY: **A password is a like a lock we use to make sure other people cannot open or gain access to our communication tools. Think about other places we use locks and keys. Where else to people use locks, and why do they need to make sure others cannot gain access?**

 STUDENTS DO: Identify why people use locks on doors, cars, and so on.

TEACHER SAY: **Locks keep other people from getting into things that we own. Locks prevent others from getting into our houses, cars, or other places we want to keep private. When we are on our phones or computers, we have passwords to keep our information and conversations private. We have passwords to open our email, telephones, and applications, such as video calling. What type of passwords do you use every day? Let's Popcorn to name examples WHEN we could use a password. (Do not give examples of your actual passwords.)**

TEACHER DO: Call on a student to begin **Popcorn**. Students may identify passwords or numeric codes to unlock a cell phone or tablet, log into email or a video chatting application, open a lock, log into a computer at school, and so on.

 STUDENTS DO: Identify uses for passwords.

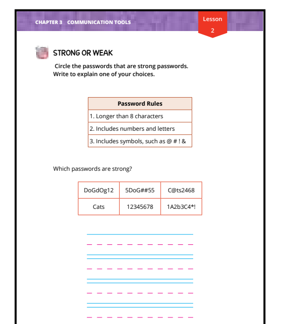
TEACHER DO: Hand out student books.

TEACHER SAY: **Great job identifying when we use passwords. When we are online or on our phones, it is important to use a STRONG password. A strong password is one that other people would not easily guess. Imagine that my name was my password for my email. Someone could easily guess my password and get access to all my email conversations. What else do you think an easy, or weak, password might be?**

 STUDENTS DO: Share ideas (such as birthdays).

4.TEACHER SAY: **Let's learn three REQUIREMENTS for making a strong password. Who remembers what the word REQUIREMENT means?**

 STUDENTS DO: Share definitions or examples from memory.


CHAPTER 3 COMMUNICATION TOOLS
Lesson 2

STRONG OR WEAK

Circle the passwords that are strong passwords.
Write to explain one of your choices.

Password Rules
1. Longer than 8 characters
2. Includes numbers and letters
3. Includes symbols, such as @ # ! &

Which passwords are strong?

DoGdOg12	5DoG##55	C@ts2468
Cats	12345678	1A2b3C4*!

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TEACHER SAY: **Very good. Open your books to the page Strong or Weak. Let's read the rules first.**

1.The first requirement is that a password should be longer than eight characters. A character could be a letter, number, or symbol.
2.The second requirement is that a password should include numbers and letters.
3.Finally, the third requirement is that a password should include at least one symbol.

Note to Teacher: Depending on student literacy levels, consider having three students each read one requirement aloud using full sentences and the appropriate ordinal numbers.

TEACHER SAY: **On the page you can see many different examples of passwords.**

 READ ALOUD: **Circle the passwords that are strong passwords. Write to explain one of your choices.**

TEACHER DO: Read through the sample passwords with the class. Review the criteria for a strong password. Before having students write to explain why they have chosen a strong password, students can orally share the passwords they circled and explain their choices to a **Shoulder Partner**.

 **STUDENTS DO:** Circle strong passwords and support a choice in writing.

5.TEACHER SAY: Passwords are one way we can keep our information safe and secure when we communicate. Let's practice making a strong password. Turn to the next page in your book, Making A Strong Password. You will work in groups of three to turn a word into a strong password. First, read the directions with a Shoulder Partner.

 **STUDENTS DO:** Read directions with a **Shoulder Partner**.

TEACHER DO: Go over the password criteria on the page and model for students how they can generate ideas independently and combine those ideas to create a strong password. Note that words can be easier to remember than a nonsense string of characters, but that words should be broken up with numbers and symbols. **Model** expanding a simple word into a strong password by adding numbers and symbols if needed.

 **STUDENTS DO:** Work in groups of three to create a strong password.

TEACHER SAY: When you have finished creating a new password, share your book with someone who was not in your group. When you receive a new book, check the criteria in the table at the bottom of the page. Color in the smiling face for each requirement that is met by the password. Color in the frowning face if the requirement is not met.

 **STUDENTS DO:** Check each other's work against stated requirements.

TEACHER SAY: Please return the book you have to its owner.

TEACHER DO: Glance at books near you as students exchange them. If you see a lot of colored in frowning faces, provide a few minutes for students to correct their work and try to strengthen the new password. Students with three smiling faces can help those who need it.

6.TEACHER SAY: Now that we understand how a password can help protect us when we communicate online, let's revisit the rule we have discussed about not talking to strangers in person.

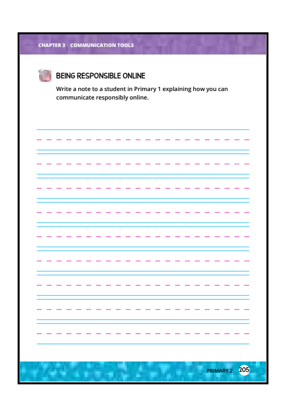
TEACHER DO: Lead a discussion using the following questions/scenarios. Prompt students to discuss each question with a **Shoulder Partner**.

- Do you think you should communicate with strangers online?
- If a phone number you do not know sends you a text message, do you think you should answer? Why or why not?

 **STUDENTS DO:** Share answers with a **Shoulder Partner**.

TEACHER SAY: We now have a better understanding of how we can stay safe using online communication tools. What rules would you share with students in Primary 1 that they should follow when communicating online in order to stay safe?

TEACHER DO: Provide **Think Time**. Use **Calling Sticks** to have students share ideas and create a list of rules for communicating online. Rules should include: asking adults for permission, only talking to people you know, keeping your strong passwords secret, telling parents if strangers try to communicate with you.



7.TEACHER SAY: Open your books to the page Being Responsible Online.

 **READ ALOUD: Write a note to a student in Primary 1 explaining how you can communicate responsibly online.**

TEACHER SAY: Let's use what we have learned about using technology responsibly to write a note to a younger student. Remember to use simple, easy to understand directions for our friends in Primary 1.



 **STUDENTS DO:** Write to explain ways to be responsible when communicating online.

TEACHER DO: Once students have finished, provide an opportunity for sharing. Students can share with a **Shoulder Partner** or in small groups using Talking Sticks.

8. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we discussed how to stay safe when we communicate using online tools, such as email, messaging, and video chats. Passwords are one way we protect ourselves. Turn to a Shoulder Partner and share how you can change the word "Egypt" into a more secure password.

 **STUDENTS DO:** Share ideas with a **Shoulder Partner**.

Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Discover codes used to send messages over long distance.	• Code	• Student book • Index cards or sheets of paper • Colored pencils or crayons

LIFE SKILLS

Learn to Be

Accountability:

- Provide effective feedback.



Discover (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: **Yesterday, we discovered ways we can stay safe and protected while communicating online. Turn and share with a Shoulder Partner about one way you stay safe when communicating.**

 STUDENTS DO: Share with a **Shoulder Partner**.

2.TEACHER SAY: **Today we will explore how people communicated long ago. We have been thinking about how new technology makes communicating fast and easy. But long ago, humans were still developing technology to help them communicate. Today, computers send email around the world in nearly an instant. Airplanes, trains, and trucks also deliver mail around our country and the world. Imagine long ago, before cars and airplanes provided a quick way to move mail. What if a message needed to be sent quickly? How do you think a message could be sent over a distance without using modern transportation?**

TEACHER DO: Provide **Think Time** for students before prompting them to discuss with **Shoulder Partners**.

TEACHER SAY: **Turn and talk to a Shoulder Partner about how you think messages could be sent over distances.**

 STUDENTS DO: Share ideas for sending messages without the use of modern technology.

TEACHER DO: Once students have shared in partners, use **Calling Sticks** or **Popcorn** to share ideas as a whole class. Students may suggest a variety of answers, depending on their prior knowledge of communication history.

3.TEACHER SAY: **Hundreds of years ago, long before the technology we use today was created, people needed to be able to send important messages about dangerous situations, appeals for help, or important events.**

I heard some of you say that people would just tell someone a message and as they moved to another place, they would tell someone else and so on. Let's try a little experiment to see if that is a good way to send a message.

I am going to whisper a message to the first person in every row. Then, you will whisper the message to the next person, and so on, down the row. The last person will wait until I call on them to say what they heard.

TEACHER DO: Whisper the same message to the first student in each row. Try to craft a message with some unusual sounds or words, where one letter can change the meaning such as, "A guppy in a shark tank."

 STUDENTS DO: Whisper repeat a message down a row.

TEACHER SAY: **Will the last person please tell us what you heard when I point to you?**

TEACHER DO: Point one at a time to the last person in each row.

 STUDENTS DO: Announce the message they heard.

TEACHER DO: Facilitate a conversation about the message according to students' answers. The message is likely to get mixed up at some point along the row. If it does, ask students why the attempt to pass the message along a number of people is not very accurate or effective.

 STUDENTS DO: Share ideas about communicating by word of mouth.

TEACHER SAY: **If we send a very important message spoken from person to person over a long distance, there is a good chance that the message may change. So, this is not a very reliable, or accurate, way to send a message over long distances. I also heard some of you mention using animals, such as pigeons, horses, or camels. What are some problems with using animals? Share your ideas with a Shoulder Partner.**

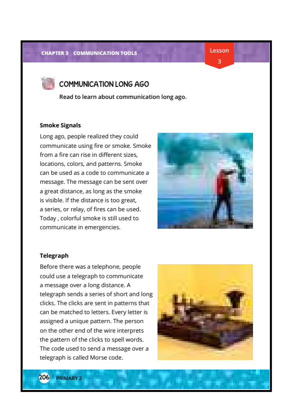
TEACHER DO: Use **Calling Sticks** to select a few students to respond.

 STUDENTS DO: Share ideas with a **Shoulder Partner**, and then the class.

4. TEACHER SAY: **Would you believe that long ago, people used smoke and fire to communicate over a distance? One old technology is using smoke to send messages that others could see from far away. How do you think people were able to use smoke to communicate a message? Are you able to make letters in the smoke and spell words?**

TEACHER DO: Provide **Think Time** for students before allowing them to discuss with **Shoulder Partners**. Once students have shared with partners, use **Calling Sticks** or **Popcorn** to share ideas as a whole class. Then, hand out student books, white index cards or small pieces of paper to each student, and crayons or colored pencils. Put students into groups of four or five.

 STUDENTS DO: Share ideas.



CHAPTER 3 COMMUNICATION TOOLS Lesson 3

COMMUNICATION LONG AGO

Read to learn about communication long ago.

Smoke Signals

Long ago, people realized they could communicate using fire or smoke. Smoke from a fire can rise in different sizes, locations, colors, and patterns. Smoke can be used as a code to communicate a message. The message can be sent over a great distance, as long as the smoke is visible. If the distance is too great, a series, or relay, of fires can be used. Today , colorful smoke is still used to communicate in emergencies.

Telegraph

Before there was a telephone, people could use a telegraph to communicate a message over a long distance. A telegraph sends a series of short and long clicks. The clicks are sent in patterns that can be matched to letters. Every letter is assigned a unique pattern. The person on the other end of the wire interprets the pattern of the clicks to spell words. The code used to send a message over a telegraph is called Morse code.

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TEACHER SAY: **Open your books to the page Communication Long Ago.**

 READ ALOUD: **Read to learn about communication long ago.**

TEACHER SAY: **Before you begin reading this informational text, who can glance at the page and tell us what the first type of communication described is going to be? Then, tell us how you know.**

 STUDENTS DO: Read the first subtitle and provide the answer (smoke signals).

TEACHER DO: Reinforce that subtitles in informational or nonfiction texts provide structure and clues for the content. Then, have students read individually or in partners the paragraph under the subtitle, "Smoke Signals."

5. TEACHER SAY: **We just read that fire or smoke signals can communicate a message over a distance visually. Let's try to communicate messages over a distance without using sound or words. We cannot send smoke signals, but we can still use colors like the smoke signals. Let's stick with a very simple message, using one color for YES and another color for NO. What colors should we use for each?**

 STUDENTS DO: Volunteer colors for a simple code.

TEACHER DO: Choose one or two students' suggestions and announce the code that will be used. Instruct students to color one side of the card the color chosen for YES, and the other side the color chosen for NO.

 STUDENTS DO: Color cards according to the color code chosen.

TEACHER DO: Facilitate multiple rounds of communicating by color code over increasing distances as makes sense in your building, such as the following:

- Round 1: Ask the class a few simple yes or no questions (such as, "Is the weather hot today?" "Did you read a new book today?") and have everyone show you their answers using the color code.
- Round 2: Divide students into **Four Corners**. Prompt opposite corners to ask each other questions (questions can be delivered by you to the opposite corner), and then the opposite group will answer using the color code.
- Round 3: If possible, send a student on a brief mission across the courtyard or down a long hallway to find out a simple yes/no piece of information (such as "is the principal in his/her office?" or "is the supervisor in the hallway?" Select other students to look out the window or door to receive the answer when a color is flashed and report back to the class.
- Round 4: Send two students out on a similar brief mission, but set the question up so that communication must happen around a corner or in two steps because of an obstacle or distance. Demonstrate that color code messages can be reliably relayed along a chain of messengers.

6. **TEACHER SAY: Do you think this was an easy or difficult way to communicate a message over a distance? What challenges can you imagine come with trying to communicate by smoke signals?**

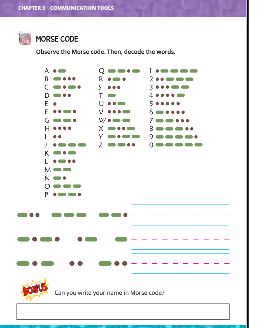
TEACHER DO: Prompt students to discuss drawbacks to using fire or smoke to communicate messages. If they do not mention that complex messages might be difficult, prompt student thinking with a question such as, "How well do you think fire or smoke would work for sending longer messages?" Ask students to provide feedback to group members on how well the message was communicated over the distance of the classroom. Did each person use the exact same color? Was the color symbol being held in a way others could easily see?



 STUDENTS DO: Discuss the learning experience.

TEACHER SAY: As technology changes and improves, people create new ways to communicate. These new methods allow people to communicate in longer words and sentences. Let's read more in our student books.

7. **TEACHER DO:** Have students read individually or with a partner the paragraph titled, "Telegraph."


CHAPTER 3 COMMUNICATION TOOLS

MORSE CODE

Observe the Morse code. Then, decode the words.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z 1 2 3 4 5 6 7 8 9 0

BONUS Can you write your name in Morse code?

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TEACHER SAY: Let's explore Morse code more and how it is used. Morse code is meant to be used with sounds, which is why the text uses the word "clicks." We will get to try to make the sounds for different letters later, but first let's look at how the code is written for each letter in our alphabet. A dot means a short click, and a dash means a long click. Open your books to the page Morse Code.

READ ALOUD: **Observe the Morse code. Then, decode the words.**

TEACHER SAY: Practice decoding words using Morse code. Then we will be able to send our own messages to a partner using Morse code.

 STUDENTS DO: Decode sample words using Morse code.

TEACHER DO: Support students as they decode words. If necessary, **Model** decoding the first word together as a class to demonstrate how to match a pattern of dots and dashes to a specific letter. When students finish, go over the words to ensure students understand how to decode.



TEACHER SAY: Morse code is a pattern of dots and dashes. What patterns do you see in the code?

TEACHER DO: Use **Calling Sticks** or call on volunteers to identify patterns they can see.



STUDENTS DO: Share ideas.

8.TEACHER SAY: Great job reading the new code. Let's see if we can use this as intended, with sounds. We can tap the code on the table. For the dots, tap your finger quickly. For the dash, pat your whole hand on the table. We can communicate a simple answer of YES or NO by tapping the code for the first letter of each of those words.

TEACHER DO: Model tapping the code for the first letter in the word YES and the first letter in the word NO. Practice tapping the code as a class.

TEACHER SAY: Turn to your Shoulder Partner and practice asking each other yes or no questions. Practice answering each other's questions by tapping the code for yes or no. Listen to the pattern that is tapped to decode your partner's answer.

TEACHER DO: Have a volunteer **Model** how to ask a question and tap an answer using Morse code. If time allows, encourage students to ask each other questions with one-word answers, and see if they can interpret the dots and dashes of a slightly more complicated message.

TEACHER SAY: What are some ways that Morse code solves the challenges of smoke signals that we discussed?



STUDENTS DO: Share ideas, such as that it allows for more complex messages.

TEACHER SAY: What are some challenges that still exist in communicating with Morse code?



STUDENTS DO: Share ideas.

9. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we discovered how people long ago sent messages over distances. Think for a moment about how technology that we have today has improved our ability to communicate. Turn and share what you are thinking with a Shoulder Partner.

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Learn basic concept of using code to build a computer program. • Describe how patterns are used in computer codes.	• Coding • Function	• Glue • Scissors • Pencils • Student book

LIFE SKILLS

Learn to Know

Problem-Solving:
- Analyze the parts of the problem.



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: **Yesterday, we discovered how messages were sent long ago, before we had the technology we have today. Let's Popcorn to describe how newer technology has improved our ability to communicate.**

TEACHER DO: Call on a student to begin **Popcorn**. Students should be able to identify improvements, such as the speed in which we communicate, access to communication, and length and complexity of messages that can be sent.

 STUDENTS DO: Identify how technology has improved communication.

2.TEACHER SAY: **Today we are going to learn more about computers as communication technology. Specifically, we will explore how we communicate to tell computers what to do. When people program, or give instructions to, computers, they must communicate how to perform a task in very specific steps. Let's experience what it is like to give a computer instructions. First, let's talk as humans. I will stand at the door. Who can give me directions for how to get across the room to [pick a place with at least one obstacle in between you and it]?**

 STUDENTS DO: Give directions for how to navigate across the room.

TEACHER DO: Stand at the doorway of the classroom. Follow whatever directions students give, using human intuition to understand vague or complex statements. In the next round of the same activity, students will be able to observe how specific codes for computers need to be in order to perform functions.

TEACHER SAY: **Now, let's try the same challenge, but this time I am a computer. Remember that computers need detailed, step-by-step directions to know how to do anything. Who can give me directions to get to [choose the same or a different location on the other side of the room]?**

TEACHER DO: Call on a student volunteer to offer directions and follow them exactly. As students give you directions, follow what they say exactly. For example, if students tell you to walk forward,

continue walking forward without stopping. If students tell you to walk and then stop, take one step and then stop.

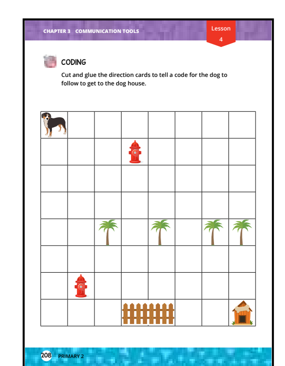
 **STUDENTS DO:** Give directions again.

TEACHER SAY: Oh no. Those directions did not work. What do you think was wrong? Who can give me improved directions?

TEACHER DO: Continue to follow student directions until students realize they must give detailed directions such as, "Walk five steps forward. Stop. Turn right. Walk two steps forward." Have students give directions to navigate you around tables and other obstacles that exist in the classroom. To extend the activity, students can work in small groups or partners and practice giving detailed oral directions to move from one location to another. If students struggle, give them clues like, "I understand the words WALK, STOP, and TURN."

3.TEACHER SAY: Thank you for giving me such detailed directions to move around the room. I was pretending to be a computer. Every time a computer performs a function, it needs specific, step-by-step instructions to know what to do. A FUNCTION is a task or routine the computer needs to perform. The steps a computer follows to perform a function is called CODE. If you like to play a game on the computer, someone had to write a code for that game. Every time a character on the computer moves, a code had to be written to tell the character what to do.

TEACHER DO: Hand out student books, scissors, and glue.



TEACHER SAY: Open your books to the page Coding. What do you see at the top of the page?

 **STUDENTS DO:** Observe the page (a dog).

TEACHER SAY: Your goal is to get this dog to his dog house, using directions like you would give a computer. You need to write code, or a series of directions, the computer can understand. Observe the path you think the dog needs to take. What obstacles does the dog need to avoid? Turn and discuss your ideas with a Shoulder Partner.

 **STUDENTS DO:** Observe the page to determine the path the dog will need to navigate.

READ ALOUD: Cut and glue the direction cards to create a code for the dog to follow to get to the dog house.

TEACHER SAY: You may begin cutting out the direction cards and arranging them in the order you want. Do NOT glue them yet. When you think you have finished your code, work with a partner to test the directions.



 **STUDENTS DO:** Cut out direction cards and arrange in an order that gets the dog to his house while avoiding obstacles. Check answers with another student to make sure they work.

TEACHER DO: Walk around as students work to offer assistance and ask them to individually reflect on how they are doing. When students think they have completed their codes, have them trade with a partner. The partner will then move the dog (students can cut out the dog or use a pencil to mark the path) according to the code to determine if the directions work. If they do not, students can work to fix their codes. When students are confident in their codes, they may glue them down.

TEACHER SAY: If you find a mistake when you are reviewing, you may try to fix your code. Problem solving is very important when writing code for a computer program. Your program might not work the first time and that is okay. Just like when we complete an engineering design project, we can test and redesign. Once you have checked your code with a partner and you know it works, you may glue your code onto the page.

 **STUDENTS DO:** Finalize the order of the instruction cards by having a partner test their code, and then glue down pieces.

Note to Teacher: In this round of feedback, students are developing the computational thinking skill of refining artifacts, or informally "debugging." Debugging entails identifying problems in a code and finding

solutions. Extend the learning experience by asking students to come up with more than one code that works, or by showing students a code that has an error in it and challenging them to locate and correct the error in the code.

4.TEACHER SAY: **Great job writing a code for the dog to find his house. Let's share our codes as a whole class. As you listen to your classmates share, see if you can identify any repeated patterns in the code. For example, do you hear one direction repeated several times in a row? Or a combination of directions that is repeated?**

Note to Teacher: This conversation emphasizes the computational thinking skill of identifying patterns and developing abstractions. Students are asked to recognize a repeated pattern and imagine how it can be simplified by combining steps or creating a repeated section of code. Challenge students to find a way to write a code for the dog to move through the grid using multiple repeated sections of code. For example, can the dog walk three steps and turn, and then walk three steps and turn again? Can the dog walk and turn repeatedly to move through the grid?

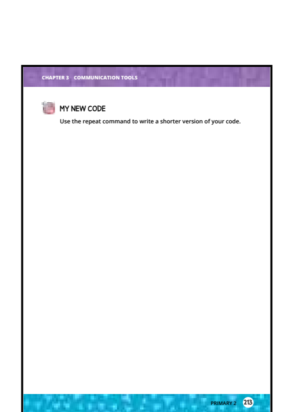
TEACHER DO: Use **Calling Sticks** to have students share their codes. To keep all students engaged, have students move their dog (or pencil eraser) on the page according to the directions they hear.

TEACHER SAY: **Who heard something that was repeated? Who heard a pattern?**


STUDENTS DO: Identify a pattern in the codes that were shared aloud.

5.TEACHER SAY: **Sometimes when people write code, directions are repeated. When coding, a group of directions can be put together and the computer can be told to repeat those steps a specific number of times or to continue repeating those steps until something else happens. In our code, I noticed that there were times when we told the dog to walk forward several times in a row. Instead of gluing down the walk arrow four times, we could use a repeat command and tell the dog how many times to repeat the walk. Take a look at your code. Identify places where you could use the repeat command to make your code shorter.**


STUDENTS DO: Identify repeated patterns in their codes.


CHAPTER 3 COMMUNICATION TOOLS

MY NEW CODE

Use the repeat command to write a shorter version of your code.

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TEACHER SAY: **Turn to the next page in your book, My New Code.**


READ ALOUD: **Use the repeat command to write a shorter version of your code.**


STUDENTS DO: Cut and paste using the repeat command to write a shorter version of their codes.

Note to Teacher: If time allows and you have access to computers or tablets, use online resources to provide students with an opportunity to practice coding on student-friendly websites.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Today we learned how computers use code to perform functions. Codes are what allows us to send email, play games, video chat, and send messages on the computer. Turn and share the new code you created with a Shoulder Partner.**


STUDENTS DO: Share new, optimized codes.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Describe ways to communicate using light. • Investigate how light can be blocked or pass through different materials.	• Block • Interfere • Properties • Reflect	• Flashlights • Picture of a traffic signal • Small mirror, eyeglasses or sunglasses, pieces of aluminum foil, plastic wrap and waxed paper (optional) • Chart paper • Student book • Pencils

PREPARATION

Collect flashlights in advance of this lesson. Students may also bring a flashlight from home. If enough flashlights are not available for students to work in groups, adjust the lesson to use teacher demonstrations instead of student investigations, or experiment with directing the light of a candle or lantern.

Create a three-column chart with the title, "Light." For the titles of each column, draw (or use computer images of) a window, rock, and mirror. For the light investigation, students will benefit from testing specific objects, such as a small mirror, eye glasses (or sunglasses), pieces of aluminum foil, plastic wrap, and waxed paper, in addition to common objects found in the classroom

LIFE SKILLS

Learn to Know	Learn to Be
Creativity: • Organize parts to form a new or unique whole.	Communication: • Self-expression. • Reading, writing, nonverbal communication skills.

Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: **What are some of the communication tools we have discussed so far?**

TEACHER DO: Use **Calling Sticks** to select several students to share.

Note to Teacher: Students might suggest phones, cell phones, smoke, sound, or Morse code.

 STUDENTS DO: Share ideas with the class.

2.TEACHER SAY: **We have also talked about patterns and how coding can help us send messages. Remember when we read about and explored sending smoke signals? Smoke signals also used patterns. What are some things that might interfere, or get in the way of, a smoke signal reaching the person receiving the message? Let's Popcorn some ideas.**

TEACHER DO: Select a student to begin **Popcorn**.

 STUDENTS DO: **Popcorn** ideas.

TEACHER SAY: I heard some great ideas like the weather or the distance a message has to travel. Both of these could interfere with sending a smoke message. What is the furthest you have sent a message? Share with a Shoulder Partner.

 **STUDENTS DO:** Share the location of the furthest place they have sent a message.

TEACHER SAY: You probably used a cell phone or maybe even video chat to send a message. Perhaps you sent a letter to someone far away. We have learned about many different ways to communicate. I wonder if we can we use light to communicate with someone. Discuss your ideas with a Shoulder Partner and then I will use my Calling Sticks to have several people share.

 **STUDENTS DO:** Share ideas for how to send messages using light.

3.TEACHER SAY: You have some good ideas. Let's think about sending a very simple message to someone using light. Suppose you want to say YES or NO using light. What could you do? Let's Think Pair Share.

 **STUDENTS DO:** Think quietly, share with a **Shoulder Partner**, and then share with the class.

TEACHER SAY: I heard some creative ideas. Let's imagine we are trying to communicate with someone in the dark using a flashlight. What code could we use to communicate YES and NO?

TEACHER DO: Use **Calling Sticks** to select a few students to respond.

 **STUDENTS DO:** Share ways to use a flashlight to send a YES or NO message, such as turning it on once for YES and twice for NO.

Note to Teacher: Accept all responses, and then facilitate a conversation about how well each one would work. For example, if a student suggests using "off/no light" for NO and turning the light on for YES, ask students how they might tell the difference between the person sending the message just forgetting, or not understanding the question, or not knowing the answer (all of which might keep the flashlight off), versus an intentional NO response. A better code might be to flash the light once for NO and twice for YES.

4.TEACHER DO: Hold up a picture of a traffic signal.

TEACHER SAY: Raise your hand if you know what this picture is.

 **STUDENTS DO:** Raise hands if they can identify the picture.

TEACHER SAY: This is another way we can communicate with light. This is a traffic signal. What do each of the colors communicate to us?

TEACHER DO: Use **Calling Sticks** to select students to describe what each color of the traffic signal means.

 **STUDENTS DO:** Share red means stop, green means go, and yellow means slow down.

TEACHER SAY: Just like computers use patterns of code to send messages, traffic signals use a special pattern of colors to communicate a message quickly.

TEACHER DO: Hand out student books.

5.TEACHER SAY: Open your student books to the page, Secret Light Message. In your rows, create a secret message using a pattern of light. Think of a simple instruction you could communicate, such as a command to hop on one foot or wave your hands. Then, create a code, or pattern of light, for that message. For example, turning on and off the flashlight one time means hop on one foot, turning it on and off two times means wave your hands.



 **READ ALOUD: Complete the statements to communicate a secret message using light.**

 **STUDENTS DO:** Work together to create a secret message using light.

TEACHER SAY: **When I call your row, come up and demonstrate your secret message to the class. I will give one person a flashlight. The rest of the students will act out the message. Remember how we decoded a Morse code message? We will decode our light messages.**

Note to Teacher: Be sure to position the students so that the rest of the class can see the flashlight turn off and on as well as the students acting out the message.



 **STUDENTS DO:** Share patterns and messages with the class.

6. **TEACHER SAY:** **Well done. We have used light to communicate simple messages. I wonder if we can use light to create more complicated messages. To explore this, let's learn a little more about some properties, or characteristics, of light.**

TEACHER DO: Show students the chart paper titled, "Light." Identify the three objects on the chart (window, rock, mirror).

TEACHER SAY: **Pretend I have a flashlight. Light interacts with some objects in different ways. If I point the flashlight at each of these objects, what will happen?**

TEACHER DO: Use **Calling Sticks** to select several students to respond.

 **STUDENTS DO:** Share ideas.

TEACHER SAY: **With some materials, the light PASSES THROUGH. Think about the windows in our classroom or in your home. The light from the outside shows through the windows to the interior of the school or your house. If the light does not show through the object, we say it is BLOCKED. Repeat that word with me as I write it.**

TEACHER DO: Write the word BLOCKED under the image of the rock.



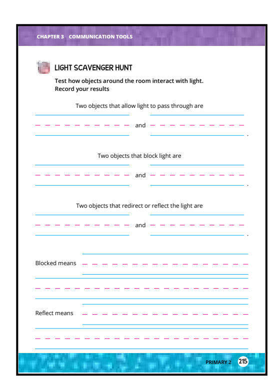
TEACHER SAY: **If the light bounces back or is redirected, we call that reflected. Everyone say the word REFLECTED.**

TEACHER DO: Write the word REFLECTED, under the image of the mirror.

TEACHER SAY: **Let's explore how different materials interact with and change light.**

TEACHER DO: Hand out flashlights to each row.

Note to Teacher: An alternative to using flashlights is to set up a lamp(s) without a lampshade and with a strong lightbulb. Caution students to not touch the lightbulb as it may get hot. Facilitate this experience as a teacher demonstration if you have materials or space constraints, but ideally students will explore for themselves.



CHAPTER 3 COMMUNICATION TOOLS

LIGHT SCAVENGER HUNT

Test how objects around the room interact with light. Record your results

Two objects that allow light to pass through are

and

Two objects that block light are

and

Two objects that redirect or reflect the light are

and

Blocked means

Reflect means

PRIMARY 2 215

7. **TEACHER SAY:** **Open your student books to the page, Light Scavenger Hunt. You will work with your row to complete this page. Explore our classroom to find objects that allow light to pass through, block the light and redirect, or reflect the light.**

Note to Teacher: You may want to place several specific objects around the room, such as a small mirror, eye glasses (or sunglasses), pieces of aluminum foil, plastic wrap, and waxed paper, in addition to letting students investigate common objects found in the classroom.

 **READ ALOUD:** **Test how objects around the room interact with light. Record your results.**

STUDENTS DO: Explore how objects in the room interact with light.

TEACHER SAY: **Look at our chart. When I call your row, tell me the objects you found that allow light to pass through, block and redirect, or reflect. I will record your answers on the chart.**

TEACHER DO: Call each row to share their findings. Record answers on the class chart. If there is any disagreement, take time to discuss and come to consensus.

Note to Teacher: Be aware of the misconception that only shiny objects reflect light. Dull objects just reflect less light.

STUDENTS DO: Share findings with the class and defend reason for placing them in a particular column.

TEACHER SAY: **What do you notice about the objects in each column?**

TEACHER DO: Use **Calling Sticks** to select several students to share ideas. Address the misconception noted above.

8.TEACHER SAY: **On the bottom of the page, write your own definition for the words BLOCK and REFECT.**



STUDENTS DO: Write definitions of the new words.

9. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **How could what you learned today help you communicate using light? Explain your answer when called on. Let's Popcorn.**

TEACHER DO: Call on first student to begin **Popcorn**.



STUDENTS DO: Share ideas.

Lesson 6 Overview

LEARNING OUTCOMES

Students will:
- Observe how light travels.
- Record observations by drawing and writing.

PREPARATION

Gather flashlights and mirrors in advance. You may want to send a letter home requesting the donation of old make-up/compact mirrors well in advance of this lesson. If enough flashlights are not available, adjust this lesson to be a teacher demonstration or consider alternative materials after reading through the lesson.

KEY VOCABULARY

- Reflect

LIFE SKILLS

Learn to Know

Critical Thinking:
- Define relationships between different objects.

MATERIALS

- Picture of a lighthouse
- Flashlights (at least one per row)
- Pencil
- Crayons
- Mirrors
- Candle
- Matches
- Three old CDs (or three index cards with a hole in the center of each)
- Six clothespins or lumps of clay
- 40 cm piece of thread
- Tape



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: **Yesterday, we explored communicating with light. We discovered that traffic signals are an important way to communicate using light. Has anyone ever seen a lighthouse or a picture of one? Show me a Thumbs Up if you have seen one.**

 STUDENTS DO: Show **Thumbs Up** to answer.

2.TEACHER SAY: **A lighthouse is often found on the coast of a body of water. It is a tall building with a very bright light that turns in a circle. What do you think the light in a lighthouse communicates?**

TEACHER DO: Show students a picture of a lighthouse. Use **Calling Sticks** to select three or four students to respond. Allow students to share ideas, and then confirm or explain that the light in a lighthouse warns sailors that they are near land.

 STUDENTS DO: Share ideas.

TEACHER SAY: **Let's learn more about how light travels and how this relates to lighthouses.**

TEACHER DO: Hand out student books.

3.TEACHER SAY: **Open your student book to the page How Light Travels.**



 READ ALOUD: **Use a pencil to draw arrows showing where you predict the light will travel from each flashlight shown on the page.**

 STUDENTS DO: Draw arrows to show predictions for how light will travel.

TEACHER DO: Hand out flashlights to each row group.

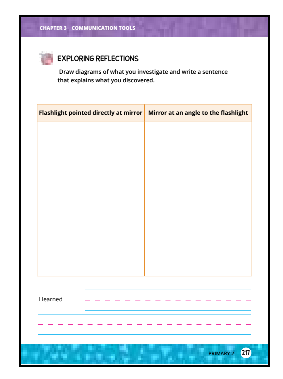
Note to Teacher: If you were unable to gather enough flashlights, demonstrate the lesson for students.

TEACHER SAY: In your row groups, match the position of your flashlight to each flashlight on the page. Turn on the flashlight. Use a crayon to draw arrows that show the path of the light.

 **STUDENTS DO:** Draw arrows using crayons to show the actual path of the light.

TEACHER SAY: Remember, it is okay if your prediction does not match the actual path.

TEACHER DO: Walk around the room to assist row groups as needed.



4.TEACHER SAY: On this first page, we observed and recorded how light travels when we shined it directly on to different objects. Now, let's explore what happens in another situation. Turn to the page Exploring Reflections. As you find the page, raise your hand if you looked in the mirror this morning.

 **STUDENTS DO:** Raise hands to answer.

TEACHER SAY: What does a mirror do?

TEACHER DO: Use **Calling Sticks** to select three or four students to respond.

 **STUDENTS DO:** Share ideas.

TEACHER DO: Hand out mirrors.

TEACHER SAY: Hold the mirrors carefully so they do not drop or break. Let's find out what happens when we put a mirror in front of a flashlight. First, shine the flashlight directly at the mirror, when the mirror is standing straight up from the desk. What is the path of light?

 **STUDENTS DO:** Share observations.

TEACHER SAY: Now, change the angle of the mirror. What happens? Try different positions for the mirror or the flashlight.

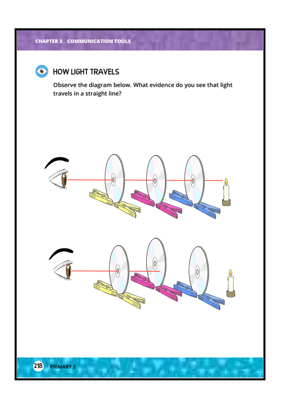
 **READ ALOUD: Draw diagrams of what you investigate and write a sentence that explains what you discovered.**

 **STUDENTS DO:** Investigate the path of light using a flashlight and mirrors.

TEACHER DO: Allow time for students to freely investigate, draw, and make conclusions. Encourage collaboration with other students. To extend learning, suggest that students try combining more than one mirror to change the path of the light. Circulate around the room as students investigate and prompt students to record their findings.

TEACHER SAY: What can you conclude about the path of light from your observations? Let's Popcorn to share ideas.

 **STUDENTS DO:** Share conclusions about how light travels.



TEACHER DO: Collect flashlights and mirrors.

TEACHER SAY: Nicely done. I heard some interesting conclusions. How many of you drew straight lines? Raise your hands. How many drew curved lines? Raise your hands.

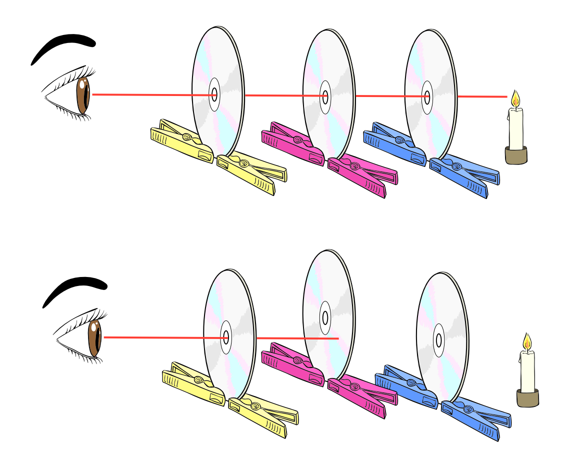
 **STUDENTS DO:** Raise hands to answer.

5.Note to Teacher: If you are not able to collect the materials or do not have time in class for the following demonstration, adjust the section below to become a discussion of the student book page How Light Travels. The images provide a diagram of the demonstration.

TEACHER SAY: In science, it is important to pay attention to details. The beam of light visible light from the flashlight travels in a straight line. The lines you drew to record your observations should be straight. We can say that the light beam we see travels in a straight line.

TEACHER SAY: Let's look at a demonstration to prove this fact.

TEACHER DO: As an extension, set up the following demonstration in a central location. Attach clothespins as "legs" to three old CDs to stand the CDs up perpendicular to the table. (Alternatively, you may use a lump of clay instead of clothespins.) Align the CDs along a straight line with the holes centered. Place a candle that is approximately the same height as the holes at one end of the line. Light the candle.



Note to Teacher: CAUTION: Be sure the area you use is clear of all paper. Have a glass of water nearby. You may call students to more closely observe (but not touch) the demonstration row by row.

 **STUDENTS DO:** Observe the light through the CDs.

TEACHER DO: Facilitate a conversation to debrief student observations of the demonstration. Ask students to explain why the demonstration confirms that visible beams of light travel in a straight line. To extend critical thinking, ask students to imagine what the results of the demonstration might be if light traveled in curved or non-straight lines.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.



TEACHER SAY: We started today by talking about a lighthouse. How does what you learned today help explain how lighthouses work, and why we use them? Share your thoughts with a Shoulder Partner.

 **STUDENTS DO:** Share ideas with a **Shoulder Partner**.

TEACHER SAY: I will use Calling Sticks to select a few students to share their ideas with the class.

TEACHER DO: Using **Calling Sticks**, select three or four students to share with the class.

Note to Teacher: Students may make the following connections: light travels out in a straight line so sailors can interpret where the dangerous rocks or coastline are, different patterns of light rotating in a lighthouse can send different signals to a ship, light can be seen for long distances, and a lighthouse is like a traffic light for sailors.

Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Investigate ways to create sound with various objects. • Explain the importance of sound and light in daily life.	• Nonverbal	• Classroom objects made from various materials • Student book • Pencils

PREPARATION

Locate a recording of a fire alarm, a police or ambulance siren, and a car horn, either on a cell phone, computer, or another device. If you live in an urban area, also try to record a 15- to 30-second clip of honking on a busy street.

Gather classroom objects made from various materials, such as a stapler, bell, water in a glass, rice and beans in (separate) plastic water bottles, and different size rubber bands stretched over a jar lid.

LIFE SKILLS

Learn to Know	Learn to Be
Critical Thinking: • Define relationships between different objects. Creativity: • Organize parts to form a new or unique whole.	Communication: • Good listening.



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: **Yesterday we explored how light travels, and we concluded that light travels in a straight line. How does this fact help a person who is driving a car at night?**

TEACHER DO: Use Calling Sticks to select a few students to share with the class.

 STUDENTS DO: Share ideas with the class.

2.TEACHER SAY: **We have been learning a lot about how we can communicate using lots of different tools, especially some unexpected tools like light and color. Today we are going to explore another tool for communication. I am going to ask you a series of questions. See if you can identify the type of communication we will focus on today. If you ride a bicycle, how can you tell people to move out of your way?**

TEACHER DO: Use Calling Sticks to select a few students to share with the class.

 STUDENTS DO: Share ideas.

TEACHER SAY: **How do people driving in cars communicate with other drivers on the road?**

TEACHER DO: Use Calling Sticks to select a few students to share with the class.

 STUDENTS DO: Share ideas.

TEACHER SAY: What type of communication or tools do you think we will be discussing today?

 **STUDENTS DO:** Share ideas (sound; tools that make sounds).

TEACHER DO: If students do not guess sounds or tools that make sounds, continue to the next clue without providing the answer.

TEACHER SAY: Listen carefully as I play a recording. What do you hear? How are the recordings an example of communication?

TEACHER DO: First, play a recording of a fire alarm. Next, play the recording of the police or ambulance siren and then the cars honking.

 **STUDENTS DO:** Listen to sounds; share observations.

TEACHER SAY: I will play the last recording again. Does anyone hear any patterns?

TEACHER DO: Replay audio of cars honking.



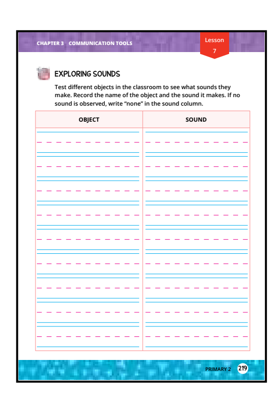
 **STUDENTS DO:** Share observations about patterns heard.

TEACHER SAY: Has anyone ever noticed that there is a pattern to the way people use their horns in traffic? What are some patterns you have heard, and what do you think they mean?

 **STUDENTS DO:** Share ideas.

TEACHER SAY: Just like light, we can use sounds to communicate. Of course, we use sounds when we talk to other people, but sounds like horns, alarms, or sirens can also communicate important messages, such as a fire warning or a car moving in front of us. What are some other important sounds around us? Let's Popcorn.

 **STUDENTS DO: Popcorn** to share ideas about sounds that communicate important messages, such as an ambulance siren, a fire truck siren, a phone ringing, an alarm clock, a car alarm, or a kitchen timer.



CHAPTER 3 COMMUNICATION TOOLS — Lesson 7

EXPLORING SOUNDS

Test different objects in the classroom to see what sounds they make. Record the name of the object and the sound it makes. If no sound is observed, write "none" in the sound column.

OBJECT	SOUND

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3. TEACHER SAY: Today we are going to explore how we could use nonverbal sounds in our classroom to communicate. Before we start thinking about possible sound codes and messages, let's explore what sounds we can make with the objects in our classroom. There are many materials that can make sound. To record your observations, open your student books to the page Exploring Sounds.

TEACHER DO: Select a student to read the instructions.

 **STUDENTS DO:** Follow along as a classmate reads the instructions.

TEACHER DO: Inform students whether they will be free to walk around the classroom to explore or whether objects will be carefully passed from table to table. Remind students to treat all objects respectfully and to test carefully.

Note to Teacher: Refrain from giving any other directions. Let students explore. They may decide to tap on an object, shake it, drop it, or pluck it.

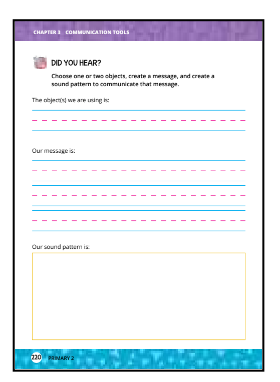


 **STUDENTS DO:** Test objects to see if they make any sounds.

TEACHER DO: Circulate around the room, assisting and prompting students to record their observations as needed.

TEACHER SAY: Now that we have explored different objects and sounds, let's use what we have learned. How could you create and send a message using sound? Think Pair Share your ideas.

STUDENTS DO: Think quietly to themselves, share with a **Shoulder Partner**, and then share to the entire class if called.


CHAPTER 3 COMMUNICATION TOOLS

DID YOU HEAR?

Choose one or two objects, create a message, and create a sound pattern to communicate that message.

The object(s) we are using is:

Our message is:

Our sound pattern is:

4.TEACHER SAY: In our final Share project this year, you will present a way to communicate a message in our classroom using light or sound. A few lessons ago, we learned that Nour's new classmate, Rana, is blind. Let's imagine Rana was our new classmate. We move around a lot in this class. I wonder if a sound pattern could let Rana know when she reaches her desk or place at a table? For example, could I clap my hands three times quickly if she is close to her desk? Then I could use another pattern for another message. Turn to the page Did You Hear?

TEACHER DO: Select a student to read the instructions.

 **STUDENTS DO:** Follow along as a classmate reads the instructions.

TEACHER SAY: Work with a Shoulder Partner to create a pattern of sound that could communicate the message that Rana is at her spot in the classroom, or make up another message you think would be important for Rana.


Creativity

 **STUDENTS DO:** Create a sound pattern to communicate a message to Rana.

TEACHER DO: Circulate around the room as students create sound patterns. Advise students to keep the code simple.

TEACHER SAY: I will use Calling Sticks to select several students to share their sound patterns.

 **STUDENTS DO:** Share sound patterns with the class.

5.TEACHER SAY: Thank you for working hard today. Humans have designed many technologies to communicate using codes of light and sound. Let's listen to a story of how light and sound can help solve a real-world problem.

 **READ ALOUD: Fires can spread from one house to another quickly in a city. Long ago, fire departments used horses and carts to bring water to a burning house. When cars were invented, fire trucks could transport the water faster, but another problem arose. How could the trucks warn other cars on the road to get out of their way? This was a communication problem. Today, fire trucks use specific light and sound patterns to communicate this warning.**

TEACHER SAY: Turn to your Shoulder Partner. What problem did the sirens and flashing lights on a fire truck solve?

 **STUDENTS DO:** Share ideas with a **Shoulder Partner**.

TEACHER SAY: All around us, sounds are communicating with us. We hear a whistle to signal the start of a sporting game. We hear a doorbell telling us someone is at our door. A cell phone rings to tell you someone is calling you. When you go home today, look for all the ways we use sound to communicate.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today, we used our sense of hearing to explore different objects that create sounds. We also used sound patterns to create messages. What are some other ways we could communicate if we were blind? Share with a Shoulder Partner.

 **STUDENTS DO:** Share ideas with a **Shoulder Partner**.

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY	MATERIALS
Students will: • Observe and describe patterns in braille.	• Braille	• Index card • Glue • Toothpick • Aluminum foil square • Student book • Pencils

PREPARATION

Prepare an index card in advance with your name in braille, using glue dots or holes poked in the card. On one side, draw a grid or cell for each letter of your name in black marker. On the other side, draw the grids, or cells again, and place a glue dot in the correct location to spell your name in braille.

LIFE SKILLS

Learn to Know	Learn to Be
Creativity: • Organize parts to form a new or unique whole. Problem-Solving: • Analyze the parts of the problem.	Communication: • Reading, writing, nonverbal communication skills.



Learn (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: **Yesterday, we talked about using sounds to communicate with Nour's blind classmate. What did you notice about the patterns of sound that were the most helpful?**

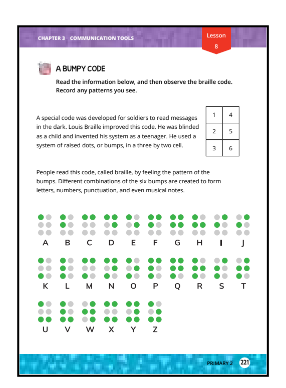
TEACHER DO: Use **Calling Sticks** to select three or four students to respond.



STUDENTS DO: Share ideas about patterns of sound that were most helpful, such as short patterns with distinct sounds.

2.TEACHER SAY: **Sounds can help a blind student with some classroom systems, but we also read a lot in class. How do you think a blind student can learn to read?**

TEACHER DO: Use **Calling Sticks** to select three or four students to respond.



CHAPTER 3 COMMUNICATION TOOLS — Lesson 8

A BUMPY CODE

Read the information below, and then observe the braille code. Record any patterns you see.

A special code was developed for soldiers to read messages in the dark. Louis Braille improved this code. He was blinded as a child and invented his system as a teenager. He used a system of raised dots, or bumps, in a three by two cell.

1	4
2	5
3	6

People read this code, called braille, by feeling the pattern of the bumps. Different combinations of the six bumps are created to form letters, numbers, punctuation, and even musical notes.

A B C D E F G H I J

K L M N O P Q R S T

U V W X Y Z

PRIMARY 2 221



STUDENTS DO: Share ideas about how non-sighted students learn to read.

TEACHER DO: Hand out student books and have students turn to the page A Bumpy Code.

TEACHER SAY: **Let's learn about a special code that was developed to help people who cannot see to read. First, read the information on the first half of the page with a Shoulder Partner.**



STUDENTS DO: Read the informational text with a **Shoulder Partner**.

TEACHER SAY: **Did Louis Braille invent the code that allows people to read in the dark?**

TEACHER DO: Use **Calling Sticks** to choose a few students to answer, asking students whether or not they agree with the student before them, and prompting them to justify their answer using the text in the student book.

TEACHER SAY: Louis Braille was not the first person to invent this code, but he IMPROVED it. His improvements were so important to the design of the code that the code was named after him. Remember not to skip the IMPROVE step in the design process—it is a very important step. Let's read the rest of the instructions.

 **READ ALOUD: Read the information below, and then observe the braille code. Record any patterns you see.**



 **STUDENTS DO:** Analyze the braille code for patterns.

TEACHER DO: Circulate around the room as students analyze the code. Encourage students to look carefully at the position of the dots/bumps.

TEACHER SAY: What are some patterns you noticed?

TEACHER DO: Use **Calling Sticks** to select four or five students to respond. As an extension and to provide an example of a word, draw the following code on the board or chart paper and see if students can "read" the patterns:



 **STUDENTS DO:** Share patterns observed with the class.

Note to Teacher: Address the misconception that braille is a language if it comes up. Braille is a communication tool to access information, based on letters and languages that already exist. Another misconception is that braille is only for reading books, magazines, and so on. Braille is used for clothing, appliances, food, chemicals, spices, and more.

3. TEACHER SAY: Looking for patterns is an important skill that we have been developing all year. We can use the patterns in this braille code to communicate. Let's practice using the braille code to write our name.

TEACHER DO: Hand out an index card, toothpick, and a small amount of glue to each student. (Consider distributing glue to share among rows by pouring a small amount of glue into a square of aluminum foil with the edges pinched up for easy cleanup.)

TEACHER SAY: Draw a three by two cell for each letter of your first name. Use the grid on the student book page as an example.

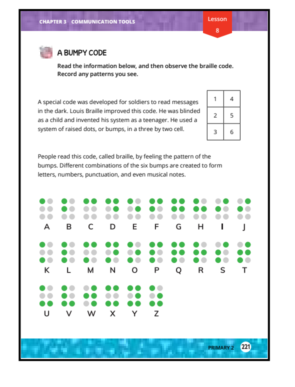
Note to Teacher: Show students one side of the index card you prepared in advance with the grids or cells for each letter of your name.



STUDENTS DO: Draw cells for each letter of their first name.

TEACHER SAY: Use your toothpick to get a small amount of glue on the tip, like this.

TEACHER DO: Demonstrate process for students. Encourage students to use the glue sparingly.


CHAPTER 3 COMMUNICATION TOOLS
Lesson 8

A BUMPY CODE

Read the information below, and then observe the braille code. Record any patterns you see.

A special code was developed for soldiers to read messages in the dark. Louis Braille improved this code. He was blinded as a child and invented his system as a teenager. He used a system of raised dots, or bumps, in a three by two cell.

1	4
2	5
3	6

People read this code, called braille, by feeling the pattern of the bumps. Different combinations of the six bumps are created to form letters, numbers, punctuation, and even musical notes.

A B C D E F G H I J

K L M N O P Q R S T

U V W X Y Z

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TEACHER SAY: Use the braille code on the page, A Bumpy Code, in your student book to find the code for the first letter in your name. Place a drop of glue on your first grid or cell in the correct location. Repeat this for each letter in your name.

TEACHER DO: Demonstrate process for students. Show students the completed side of your index card. If students struggle to recreate the patterns, consider having them draw the patterns using pencil first, checking each other's work against the code, and then adding glue on top of the pencil marks.

 **STUDENTS DO:** Place a drop of glue in the grid or cell for each letter of their name in the correct location, according to the braille code.

TEACHER SAY: **When you have finished, let your index card dry and place the toothpick and foil into the trash.**

 STUDENTS DO: Clean up work area as they wait for the glue to dry.

TEACHER SAY: **While we wait for the glue to dry, let's think. Have you ever seen this braille code of dots used?**

TEACHER DO: Use **Calling Sticks** to select several students to respond.

 STUDENTS DO: Share places they have seen braille. Examples might include: elevator buttons, public restrooms, airport or train signs, banking automatic teller machines, public telephones, and so on.

4. TEACHER SAY: **Now that our glue is dry, write your name on the back of your index card. Then hand your cards to the last person in your row. Each person holding your row's cards, exchange your row's cards with another row and hand out those index cards to each person in your row.**

 STUDENTS DO: Collect and redistribute index cards.

TEACHER SAY: **Now that you have someone else's card, try to read the name on the card using your finger to feel the braille code. Flip the card over to see if you are correct.**

 STUDENTS DO: Experience trying to read using braille code.

TEACHER DO: Collect index cards and return them to the original students during the next activity.

Note to Teacher: The following can be used as an extension activity or if time permits.

5. TEACHER SAY: **Open your student book to the page A Braille Message.**

 READ ALOUD: **Use the braille code to create a simple message to send to a friend.**

TEACHER SAY: **Although it is not exactly how braille works, we are going to write in braille code by simply coloring in the dots on the page instead of poking through the page to create raised bumps. Use this experience to practice recognizing and reading different types of code.**

 STUDENTS DO: Create a message in braille.

TEACHER SAY: **When you are finished, exchange your student book with another classmate and try to read the message. Write the message on the lines.**

 STUDENTS DO: Exchange student books and read and write the messages.

TEACHER SAY: **Please return the student book to the owner and discuss your messages.**



 STUDENTS DO: Return student books and discuss the messages.

TEACHER SAY: **Just like light and sound, the sense of touch can be helpful to communication. Think about times you were in the dark and used your sense of touch to help find your way. Turn to your Shoulder Partner and share a time you used your sense of touch when you were in the dark.**

 STUDENTS DO: Share with a **Shoulder Partner**.

6. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **Today we talked about using a specific code, or pattern of bumps, to communicate. What was the easiest and most difficult part about learning this code?**

TEACHER DO: Use **Calling Sticks** to select several students to share with the class.

 STUDENTS DO: Share thoughts about learning braille code.

Lesson 9 Overview

LEARNING OUTCOMES

Students will:
- Apply learning to develop a method of communication using sound or light.

PREPARATION

Organize materials available for students to use for the Share project.

MATERIALS

- Flashlights
- Mirrors
- Plastic water bottles filled with different items, such as rice, beans, beads, water, paper clips, coins, and so on
- Rubber bands
- Jar lids
- Boxes
- Tape
- Glue
- Scissors
- Markers
- Any other common mate-rials available
- Student book
- Pencils

LIFE SKILLS

Learn to Know

Creativity:
- Organize parts to form a new or unique whole.

Learn to Work

Collaboration:
- Respect for other opinions.

Learn to Be

Accountability:
- Provide effective feedback



Share (90 minutes)



Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: **Yesterday, we talked about a code called braille to help blind people read. Besides reading our student books, what are some other tasks or situations where a blind class-mate might need assistance during the school day? Discuss with a Shoulder Partner.**

 STUDENTS DO: Share ideas with a **Shoulder Partner**.

TEACHER DO: Listen for student responses. Select two students to share their answers with the class.

TEACHER SAY: **It is important that everyone feels like a part of our class. We want to be sure that everyone is included and able to learn together. Our Share project is to present a way to communicate some common classroom messages using light or sound. Imagine you are helping Nour's new classmate Rana using sound or a new friend who is deaf using a light code. Think about the learning and exploring you have done in this chapter. Let's Think Pair Share.**

 STUDENTS DO: Think quietly to themselves, then share with a **Shoulder Partner**, and finally share with the class.

TEACHER SAY: **Let's Popcorn to share a few ideas with the whole class.**

 STUDENTS DO: Share ideas with the class.

2. TEACHER SAY: Your first decision to make is whether you want to work on a code using sound or light. If you want to create a way to communicate using sound, please move to this corner.

TEACHER DO: Point to a corner of the room.

 **STUDENTS DO:** Move to specified corner.

TEACHER SAY: If you want to create a way to communicate using light, please move to this corner.

TEACHER DO: Point to another corner of the room.

 **STUDENTS DO:** Move to specified corner.

TEACHER SAY: Find a partner to work with in the same corner as you.

Note to Teacher: Be aware of any students without a partner and create a triad if needed. You may also choose to assign groups to work together.

TEACHER DO: Hand out student books.

3. TEACHER SAY: We always begin our Share projects by understanding what is expected. Open your student book to the page My Self-Assessment. Review the rubric with your partner and raise your hand if you have any questions.

 **STUDENTS DO:** Review rubric.

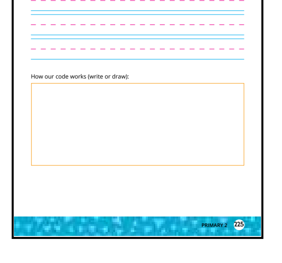
4. TEACHER SAY: Following the engineering design process that we know well, we will begin our Share project by planning. You may record your initial ideas on the page Classroom Codes: Plan.

 **READ ALOUD: Use this page to plan how you could communicate classroom messages using sound or light.**

TEACHER SAY: Brainstorm some ideas for both messages and possible codes with your partner.

 **STUDENTS DO:** Work with partners to **Brainstorm** ideas.

TEACHER SAY: When you have recorded at least four ideas, read over your notes with your partner and decide which messages you will try to communicate. Circle them, highlight them, or otherwise note your choices.


CHAPTER 3 COMMUNICATION TOOLS

CLASSROOM CODES: BUILD

Record the messages you will communicate and how your tool and code will work.

Our messages will be:

How our code works (write or draw):

PRIMARY 2 225

 **STUDENTS DO:** Choose what messages to communicate.

TEACHER SAY: Before you work on your final codes, discuss what materials you will use with your partner and record what you decide using words or sketches.

 **STUDENTS DO:** Record materials.

5. TEACHER SAY: Now that you have planned some ideas, turn to page Classroom Codes: Build to finish your project. Gather the materials you need and work on creating your tool and codes. Follow the directions to complete the first half of the student book page as you work.



 **STUDENTS DO:** Work together to create a communication tool (using either sound or light) and a code for communicating messages. Record ideas as prompted.

TEACHER DO: Provide a substantial amount of time for students to work. Encourage students communicating more than one message to have a pattern or system that connects the code from one message to the next. Provide assistance as needed.

6. TEACHER SAY: Notice that on the next page, there is space to receive feedback and record improvements. Find another pair of students to share your communication system with. Ask for, and record, at least two suggestions for improvement. Then, chose at least one thing you will improve.







STUDENTS DO: Partner with another pair of students to give and receive feedback. Then, discuss the feedback with working partners and choose one improvement to make to the communication system.

TEACHER DO: Circulate around the room, clarifying questions and listening to student interactions. Encourage collaboration and listening skills.

Note to Teacher: Designate a specific space in the classroom for students to store the communication systems.

TEACHER SAY: You have been working hard today, and I am eager to see what you have created when we share our work in our next lesson. Please be sure you return any materials you did not use and clean up your area. Place your communication system in the ______ until we present tomorrow.

7. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: Today we planned, tested, and improved a way to communicate using light or sound. Let's use the Aha/Hmm? strategy to think about our day today. On a scrap piece of paper, write one or two "ahas," or something new you learned today, and one "hmm?" or question you have about today.



STUDENTS DO: Write one new thing they learned and one thing they still have a question about.

TEACHER SAY: Trade papers with a Shoulder Partner. Write an answer to your Shoulder Partner's question if you can and return the paper to him or her.

Lesson 10 Overview

LEARNING OUTCOMES	MATERIALS	PREPARATION
Students will: • Present a way to communicate using light or sound.	• Student book • Pencils • Designed communication tools	If possible, invite members of the community to the student presentations, especially community members who are blind or deaf.

LIFE SKILLS	
Learn to Do	Learn to Be
Collaboration: • Review individual behaviors within the team.	Communication: • Self-expression. • Reading, writing, nonverbal communication skills.



Share (90 minutes)

Directions

1.Introduction: Use the start of every class to reflect and review previous learning and/or to preview topics for today's lesson.

TEACHER SAY: **Yesterday, we created tools and codes to communicate classroom messages using light or sound. You were working with simple materials we had available. But let's think big. How could technology help us communicate using light or sound? You may share real examples you have seen or new ideas.**

 STUDENTS DO: Share ideas and examples.

2.TEACHER SAY: **Please gather your materials for your presentation and sit with your partner. When I call your name, please come up and demonstrate your way of communicating. Tell us what messages you are communicating and how your code and tools work.**

 STUDENTS DO: Present Share projects.

Note to Teacher: If applicable, allow invited community members or other guests to ask students questions about their projects.

3.TEACHER DO: When students are finished presenting, have them complete the page My Self-Assessment based on their work on the Share project. Students should be familiar with the process at this point in the year. Review the procedure or content of the rubric as needed.



 STUDENTS DO: Complete the self-assessment.

4. Closing: Use the end of the class to reflect on learning. Encourage students to think, reflect, share, and listen. Students may be able to lead this routine at this point in the school year.

TEACHER SAY: **We have just completed our theme on communication. What is something new that you learned about communication in these three chapters? Turn to share with a Shoulder Partner.**

 STUDENTS DO: Share new learning with **Shoulder Partner**.

TEACHER DO: Use **Calling Sticks** to select four students to share what they learned in this theme. Modify the number of students based on the time you have left in class.

TEACHER SAY: **Now turn back to your Shoulder Partner and share with him or her one thing you still wonder about communication systems.**

 **STUDENTS DO:** Share remaining questions with **Shoulder Partner**.

TEACHER SAY: **We have just finished our last chapter in our theme, "Communication." Please turn to your partners and thank them for helping you learn using a communication style that does not include words.**



 **STUDENTS DO:** Thank classmates for supporting learning.

Rubric Assessment (for teacher use)

	Approaching Expectation (1)	Meeting Expectation (2)	Exceeding Expectation (3)
Academic Content	Explains how light or sound codes can be used to communicate but can only offer one example. *Science D.1.e.*	Explains how light or sound codes can be used to communicate, using several examples. *Science D.1.e.*	Explains how light can be used to communicate, using multiple examples in a variety of settings. *Science D.1.e.*
	Describes only one way (or needs help describing a way) that technology helps people communicate. *Social Studies D.1.b.*	Describes several ways that technology helps people communicate. *Social Studies D.1.b.*	Describes multiple ways that technology helps people communicate in a variety of settings or situations. *Social Studies D.1.b.*
	Explains improvements made to a plan based on suggestions from peers only with support. May not understand how to make improvements. *Science F.1.d.*	Explains improvements made to a plan based on suggestions from peers. *Science F.1.d.*	Explains improvements made to a plan based on suggestions from peers and builds on those suggestions to further improve the plan. *Science F.1.d.*
	Creates a tool and code to communicate using light or sound with help. *Vocational Fields A.4.d.*	Creates a tool and code to communicate using light or sound. *Vocational Fields A.4.d.*	Creates a unique or especially detailed tool and code to communicate using light or sound. *Vocational Fields A.4.d.*
Quality of Performance	Speaks to audience members but may be difficult to hear or understand.	Speaks clearly to audience members.	Speaks clearly to audience members with confidence and creativity.
	Describes the device and method of communication but lacks the clarity needed to help the audience to understand.	Describes the device and method of communication with clarity.	Describes the device and method of communication with clarity and in an especially engaging way.
Life Skills	Works with a classmate to plan and improve a method of communication or device, but may have difficulty being cooperative or helpful.	Works cooperatively with classmates to plan and improve a method of communication or device.	Works cooperatively with classmates to plan and improve a method of communication or device while serving as a leader and assisting others.
	Does not demonstrate empathy when communicating with others	Demonstrates empathy when communicating with others.	Demonstrates empathy when communicating with others and serves as a role model for classmates.

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